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ABSTRACT

The purpose of this book is to suggest ways in which vocational and career guidance counselors and program planners in education, training, and counseling programs can provide disadvantaged, out-of-school youth with reliable, up-to-date information about the job market. Much of what is presented here relates to strategies and products developed and used in the Youth Career Information Project (YCIP) operated by the Education and Work Program of the Northwest Regional Educational Laboratory. Other information was contributed by similar programs throughout the country or was obtained through a literature search on outreach strategies and occupational information delivery. In chapter one, suggested program responses to youth needs for occupational information, based on experiences at the YCIP sites and of selected agencies from other States, are provided. In chapter two, outreach guidelines and strategies are discussed. In chapter three, conclusions that have influenced the outreach and delivery strategies described in the earlier chapters are discussed. This last chapter is based on a needs survey that was conducted as one element of YCIP and on opinions expressed by staff members of the demonstration sites serving disadvantaged youth in YCIP. Listed in an appendix are contributing agencies and resource materials. (CMG)

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IDEA BOOK

Meeting the Occupational Information Needs of Disadvantaged Youth

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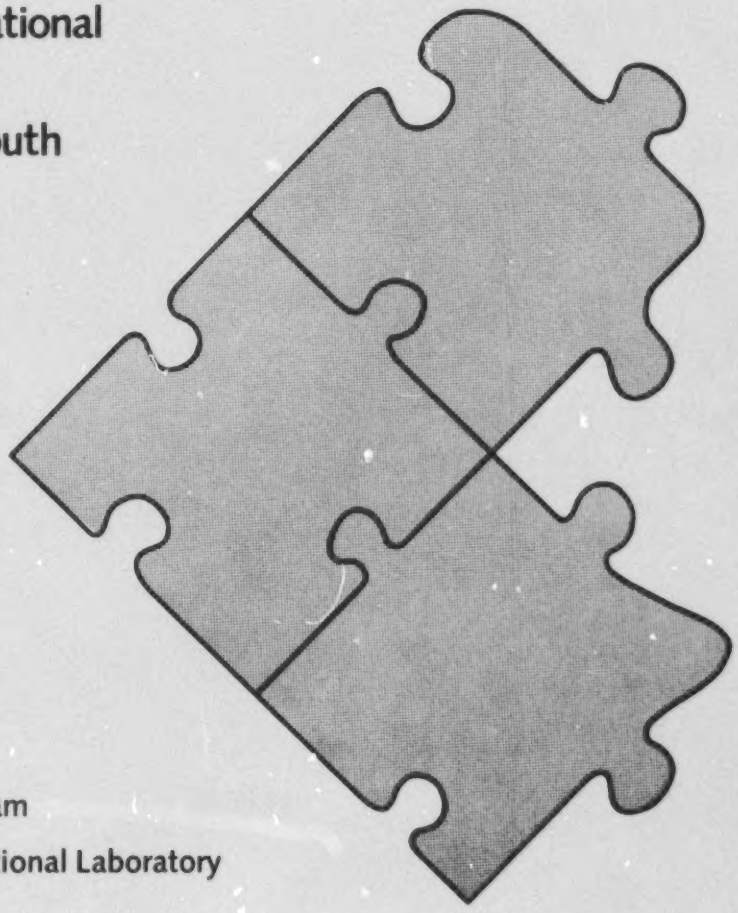
Northwest Regional Educational Laboratory

IDEA BOOK

Meeting the Occupational Information Needs of Disadvantaged Youth

by John Pendergrass
Nancy Carter
Marcia Douglas



Education and Work Program
Northwest Regional Educational Laboratory

UD 023 200

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May 1981

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FOREWORD

Child labor laws, safety and liability constraints and lack of available jobs deny young people the experience of gainful employment. Occupations are created, changed, and phased out quickly due to rapid changes in business and industry. Increasing numbers of jobs are not visible to today's youth. Technological advances require increasing levels of technical expertise in the work force. These and other factors cause a wide gap between the aspirations of youth and needs of employers. The behavioral expectations and level of skill development required by employers are not understood by most young people.

Assisting youth to overcome these barriers to success in the work place is the challenge of youth education and training programs. Providing occupational information in accessible, usable, and understandable form is a major part of this task. For this reason the Oregon State Employment and Training Council funded the Youth Career Information Project. Its purpose is to develop and test products and strategies aimed at motivating young people to seek and use occupational information and to deliver occupational information in a manner meaningful to them. Hopefully, the results of the project, which are related in this Idea Book, will prove useful to youth-serving agencies.

Dan Mercer, Chair
Oregon State Employment
& Training Council

Acknowledgments

This Idea Book would not exist without the good work, suggestions and encouragement of many people. We are grateful to Marla Buetler, Bonaventure Kerre and Larry Picus for their assistance in researching outreach strategies and pulling together survey information on the occupational information needs of out-of-school youth.

A special thank you is extended to the Oregon State Employment and Training Council for giving us the opportunity to develop the Idea Book.

The following people contributed their time, effort and thoughtful comments to the review of this book: Don Beard, Oregon State Employment Division; Charlene Fauria, Career Information System; Dave Fretwell, Oregon Occupational Information Coordinating Committee (OOICC); Kathy Garrett, Youthworks, Inc.; Tom Lynch, Oregon State Employment Division and OOICC; Larry McClure and Tom Owens, NWREL; Hazel Polk, Urban League of Portland; Jim Stembridge, Oregon State Employment Division and OOICC; and Tom Sullivan, Governor's Commission on Youth.

We appreciate the support and cooperation we received from the five Oregon agencies that participated as field sites for the Youth Career Information Project: the Community Services Consortium, Newport; Looking Glass, Inc., Eugene; the Multnomah-Washington CETA Consortium in suburban Portland; the Urban League, Portland; and The Youthworks, Inc., Medford.

Finally, we thank Levonia Trotter for typing the manuscript and Pat Badnin and Susan Gustavson for their graphics work in the design and layout of this book.

John Pendergrass
Nancy Carter
Marcia Douglas

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Introduction

Success in the job market requires preparation--the acquisition of academic skills, job skills, practical experience and knowledge of how the work place functions. The need for such preparation is especially acute among economically disadvantaged, out-of-school youth.

- Fewer youth are being hired into what are normally considered "entry level" jobs providing upward mobility.1
- Fewer youth are finding jobs they had prepared for.2

Given these trends, counselors and program planners must find ways to insure that the individual educational and training choices of youth, and programs offered to these youth, reflect sound decisions based on knowledge of what skills are in demand by employers. Information about the job market is an essential part of this process.

The field of occupational information is broad. The amount of information continually increases and changes as education and training programs are developed, and as technological change, legislation, economic conditions, energy shortages and material shortages create new jobs and cause others to expand, change or disappear entirely.

Counselors and program planners intent on carrying out their primary responsibilities have difficulty maintaining current knowledge of developments in the job market. Occupational information is highly complex and difficult to understand, even for specialists.

Education and training programs must develop well-planned systems for delivering occupational information to clients. This will require the use of a wide range of systems and resources in a coordinated manner. In some cases it will require new, locally developed resources to insure that information is complete and timely, and that it accurately reflects local job market conditions.

Purpose of the Idea Book

The purpose of this Idea Book is to set down concepts which emerged from a 1980-81 project in Oregon to test innovative ways to provide occupational information to out-of-school youth. The book has been developed for vocational and career guidance counselors and program planners in education, training and counseling programs. We hope you will consider these ideas and use those you feel are relevant to your own programs.

The book suggests a variety of approaches to the outreach, awareness, assessment and occupational information services that are a necessary part of youth employment and training programs. It provides examples or models that you can adopt or modify as dictated by your clients' needs and the goals, resources and structure of your program.

Format

The book is organized into three chapters:

1. Delivery of Occupational Information
2. Outreach Strategies
3. Recommendations for Planning

Much of the information relates to strategies and products developed and used in the Youth Career Information Project (YCIP) operated by the Education

and Work Program of the Northwest Regional Educational Laboratory (NWREL). The project was funded by the Oregon State Employment and Training Council (SETC) and the Oregon Occupational Information Coordinating Committee (OOICC). Other information was contributed by programs throughout the country or was obtained through a search of literature on outreach strategies and occupational information delivery.

Chapter One provides suggested program responses to youth needs for occupational information, based on experiences of the YCIP sites and of selected youth agencies contacted in other states.

Chapter Two discusses strategies for informing out-of-school youth about available occupational information and counseling services, with guidelines for outreach based on experiences of the project sites.

Chapter Three is based on a needs survey conducted as one element of the project and on opinions expressed by staff members of the demonstration sites serving disadvantaged youth in the project. It contains conclusions that have influenced the outreach and delivery strategies described in Chapters One and Two and is intended particularly for program planners.

The Youth Career Information Project

The Youth Career Information Project was operated in 1980-81 by the Northwest Regional Educational Laboratory. It was conceived in response to concerns on the part of the Oregon Occupational Information Coordinating Committee and others that increasing numbers of disadvantaged youth are not in touch with major sources of occupational information and guidance.

The project focused on two major areas:

1. Development and field testing of ways to inform disadvantaged out-of-school youth about available services

2. Use of existing occupational information systems and resources with disadvantaged out-of-school youth to determine how effective they are and how they could be improved

The project advisory board selected five test sites throughout the State of Oregon, representing a diversity of programs and geographic areas. The demonstration sites were:

- The Youthworks, Inc., Medford, serving rural Jackson County and the Medford area in southern Oregon

- Community Services Consortium, Newport, serving all of Lincoln County on the Oregon Coast

- Looking Glass, Inc., Eugene, serving primarily the urban Eugene-Springfield area in the southern Willamette Valley

- The Urban League, Portland, serving primarily black neighborhoods in Northeast and North Portland

- The Multnomah-Washington CETA Consortium, serving East Multnomah County and Washington County, in the suburban Portland area

The demonstration agencies cooperated with NWREL in developing and testing innovative ways of reaching out-of-school youth who are living on their own and generally are not in touch with agencies offering education, training or employment services.

The agencies used three of Oregon's major occupational information systems: the Career Information System (CIS), Systems Exploration and Research for Career Help (SEARCH) and local Labor Market Information (LMI) generated by the Oregon State Employment Division. Information was gathered from youth and staff regarding the effectiveness of the various strategies and products used.

Additional activities of the project included:

- A literature search and nationwide survey of innovative outreach, awareness and information delivery products and strategies. Project staff asked over 200 agencies across the country to submit information or examples of outreach and information programs. Most of these agencies were involved in research and demonstration programs funded by the Department of Labor.

  The information resulting from this survey served as examples to demonstration sites. Information and product samples are included throughout this book.

- A statewide needs survey of disadvantaged youth. NWREL developed a survey instrument to gather information from young people about occupational information needs and suggested outreach strategies. The questionnaires were administered to 170 youth by 23 agencies. Agencies included 19 community-based organizations serving disadvantaged youth, one Indian reservation and three schools. The survey was administered in all parts of Oregon, in rural as well as urban settings.

- Group interviews with disadvantaged youth revealed additional information, ideas and attitudes. These sessions were recorded and this information added to the youth survey findings. The discussion of youth needs in Chapter Three is based primarily on the statewide survey and the group interviews.

- Extensive group interviews with staffs of the demonstration site agencies were conducted by the project coordinator and representatives of CIS and SEARCH at the end of Phase I of the project. The purpose was to gather information about the effectiveness and use of Oregon's occupational information systems and the outreach products and strategies developed and tested during the project. This information has been incorporated into Chapter Three on Recommendations for Planning. It also was used in defining the work to be completed under Phase II of the project.

The project has continued into a second phase which will result in the following products:

1. Access to CIS through microcomputer (field test)

2. CIS file to meet the information needs of disadvantaged youth

3. Revised occupational profiles or miniguides for the SEARCH system

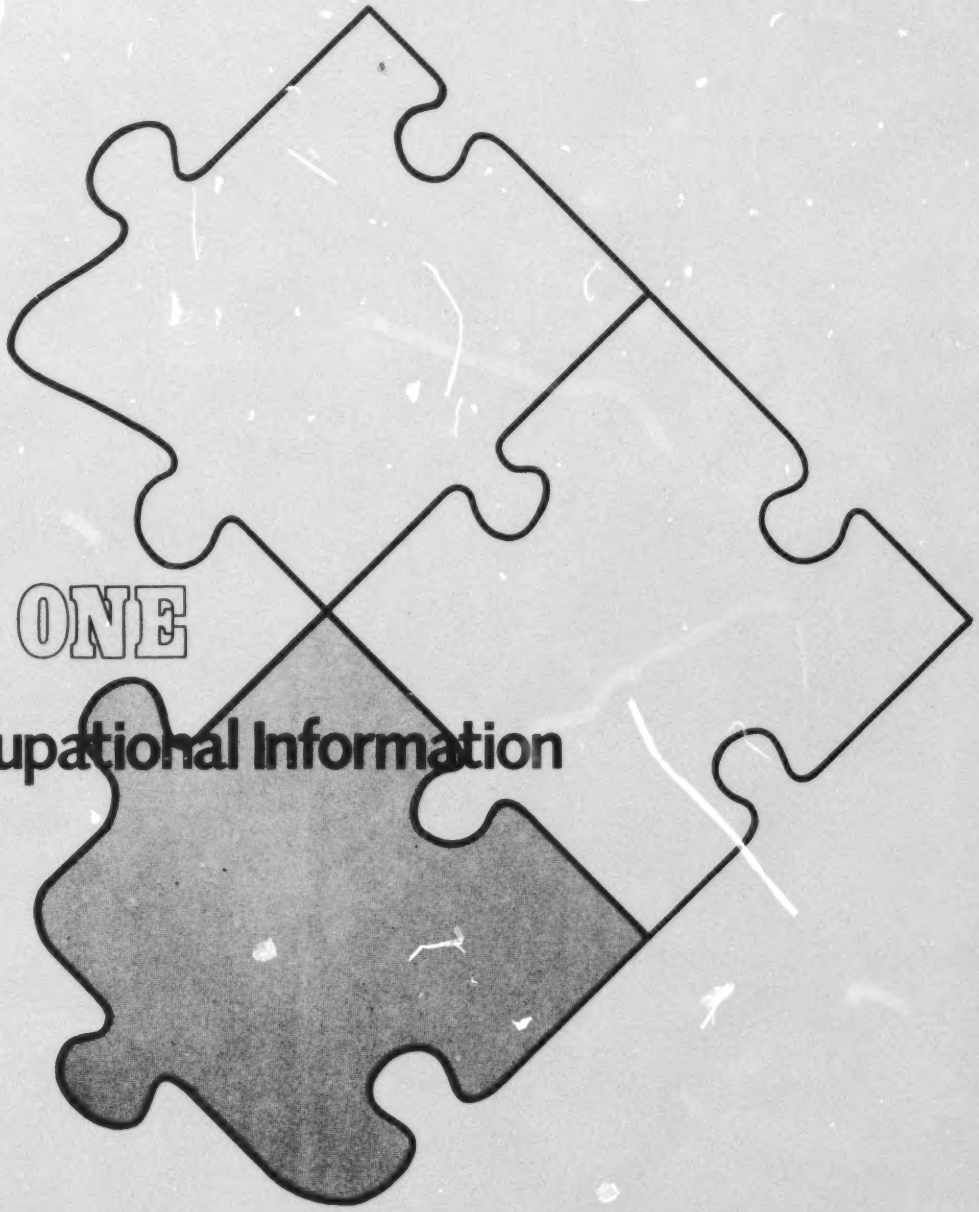
4. A series of regional workshops on occupational information for youth

For additional information on any of these products, contact Larry McClure, Director, Education and Work Program, Northwest Regional Educational Laboratory, 300 S. W. Sixth Avenue, Portland, OR 97204.

Footnotes

1. Diamond, Daniel and Hrach Bedrosian. Industry Hiring Requirements and Employment of Disadvantaged Groups. New York University School of Commerce, 1970.

2. Wirtz, Willard. The Boundless Resource. The New Republic Book Company, Inc., Washington, D. C., 1975, p. 29.



CHAPTER ONE

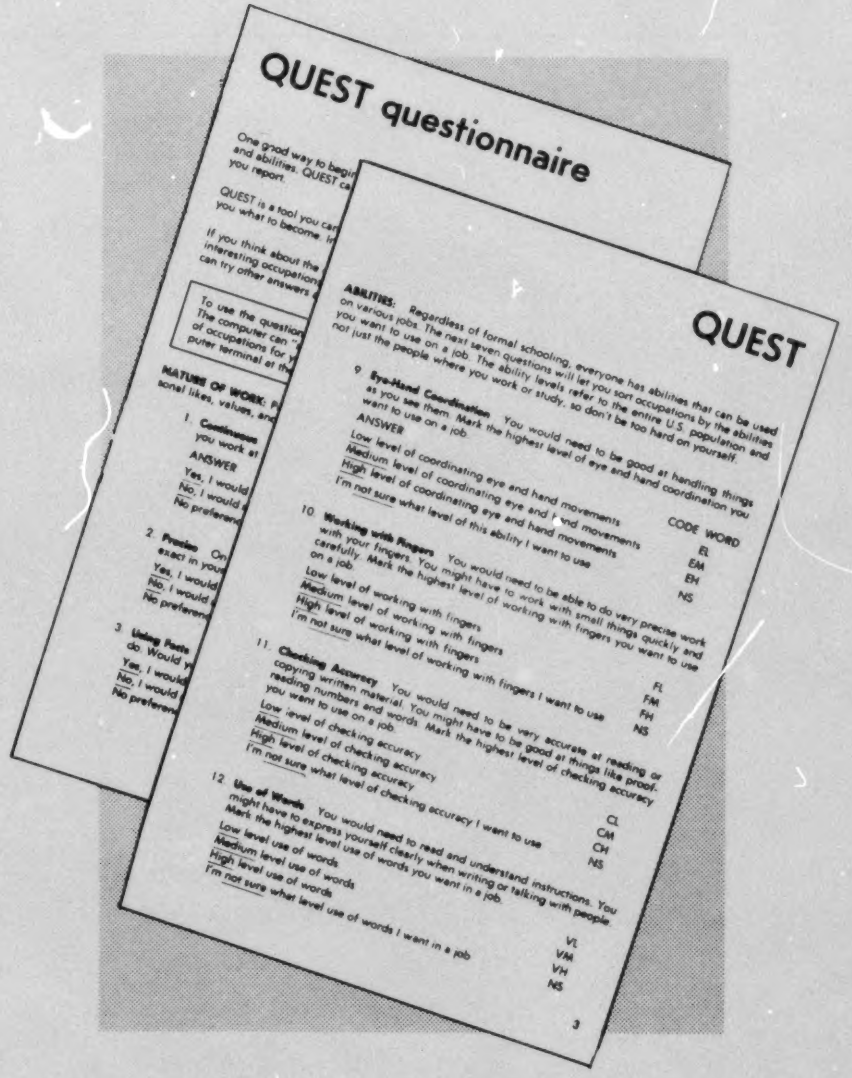
Delivery of Occupational Information

Chapter One: Delivery of Occupational Information

Sources of Occupational Information

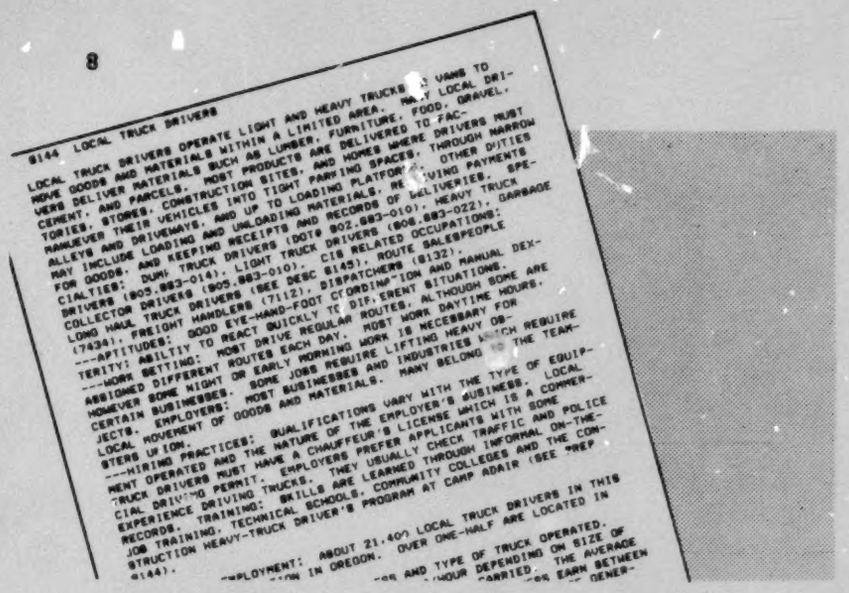
The Youth Career Information Project demonstration sites used three of Oregon's major sources of occupational information, the Career Information System (CIS), Systems Exploration and Research for Career Help (SEARCH) and the Labor Market Information (LMI) system. The following chapter describes these systems and others, and the experience of the demonstration sites in using them with disadvantaged youth.

The systems are very different in content and emphasis. CIS features current information about employment and training programs, occupational descriptions, preparation statements, opportunities for work site visits and financial aid. SEARCH provides interest and aptitude assessment, client/counselor interaction and job search skill building. LMI features area-specific information about economic and labor force trends, wages and salaries, and employment outlook for various occupational groups. These systems were used together effectively by some demonstration sites in the Youth Career Information Project.


QUEST questionnaire
QUEST
ABILITIES: Regardless of formal schooling, everyone has abilities that can be used on various jobs. The next seven questions will let you sort occupations by the abilities you want to use on a job. The ability levels refer to the entire U.S. population and not just the people where you work or study, so don't be too hard on yourself.
9 Eye-Hand Coordination. You would need to be good at handling things as you see them. Mark the highest level of eye and hand coordination you want to use on a job.
ANSWER
CODE WORD
Low level of coordinating eye and hand movements EL
Medium level of coordinating eye and hand movements EM
High level of coordinating eye and hand movements EH
I'm not sure what level of this ability I want to use NS
10. Working with Fingers. You would need to be able to do very precise work with your fingers. You might have to work with small things quickly and carefully. Mark the highest level of working with fingers you want to use on a job.
Low level of working with fingers FL
Medium level of working with fingers FM
High level of working with fingers FH
I'm not sure what level of working with fingers I want to use NS
11. Checking Accuracy. You would need to be very accurate at reading or copying written material. You might have to be good at things like proof-reading numbers and words. Mark the highest level of checking accuracy you want to use on a job.
Low level of checking accuracy CL
Medium level of checking accuracy CM
High level of checking accuracy CH
I'm not sure what level of checking accuracy I want to use NS
12. Use of Words. You would need to read and understand instructions. You might have to express yourself clearly when writing or talking with people. Mark the highest level use of words you want in a job.
Low level use of words VL
Medium level use of words VM
High level use of words VH
I'm not sure what level use of words I want in a job NS
3

Career Information System (CIS)

All CIS information can be obtained through either an automated system (printer linked with a computer by telephone) or a manual system (needlesort and written materials). Access to CIS is through QUEST, a 21-item questionnaire completed by clients. Questions relate to client preferences, abilities, educational attainment, aspirations and desired wage level. The questions are simple enough that most youth can complete their answers without assistance. The analysis of answers identifies one or more occupations that should be investigated by the user.



8

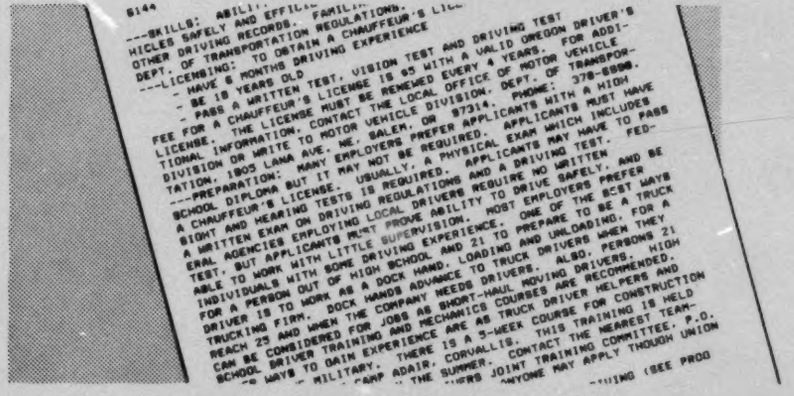
9144 LOCAL TRUCK DRIVERS

LOCAL TRUCK DRIVERS OPERATE LIGHT AND HEAVY TRUCKS OR VANS TO MOVE GOODS AND MATERIALS WITHIN A LIMITED AREA. MANY LOCAL DRIVERS DELIVER MATERIALS SUCH AS LUMBER, FURNITURE, FOOD, GRAVEL, CEMENT, AND PARCELS. MOST PRODUCTS ARE DELIVERED TO FACTORIES, STORES, CONSTRUCTION SITES, AND HOMES WHERE DRIVERS MUST MANEUVER THEIR VEHICLES INTO TIGHT PARKING SPACES, THROUGH NARROW ALLEYS AND DRIVEWAYS, AND UP TO LOADING PLATFORMS. OTHER DUTIES MAY INCLUDE LOADING AND UNLOADING MATERIALS, RECEIVING PAYMENTS FOR GOODS, AND KEEPING RECEIPTS AND RECORDS OF DELIVERIES. SPECIALTIES: DUMP TRUCK DRIVERS (905.883-014), LIGHT TRUCK DRIVERS (905.883-010), DRIVERS (905.883-018), DRIVER SALESPEOPLE (7112), DISPATCHERS (913.167-014), ROUTE COLLECTOR (914.483-010), HEAVY TRUCK DRIVERS (DOT# 902.683-010), HEAVY TRUCK DRIVERS (906.883-022), GARBAGE LONG HAUL TRUCK DRIVERS (SEE DESC 8145), ROUTE (7434), FREIGHT HANDLERS (913.667-010), OTHER OCCUPATIONS: ---APTITUDES: ABILITY TO REACT QUICKLY TO DIFFERENT SITUATIONS. TERITY: ABILITY TO ROUTES EACH DAY. MOST WORK REGULAR ROUTES, ALTHOUGH SOME ARE ASSIGNED DIFFERENT HOURS. ---WORK SETTING: MOST DRIVE ROUTES EACH DAY. MOST WORK DAYTIME HOURS. HOWEVER SOME MIGHT OR EARLY MORNING WORK IS NECESSARY FOR CERTAIN BUSINESSES. SOME JOBS REQUIRE LIFTING HEAVY OBJECTS. EMPLOYERS: MOST BUSINESSES AND INDUSTRIES WITH REQUIRE LOCAL MOVEMENT OF GOODS AND MATERIALS. MANY BELONG TO THE TEAMSTERS UNION. ---HIRING PRACTICES: QUALIFICATIONS VARY WITH THE TYPE OF EQUIPMENT OPERATED AND THE NATURE OF THE EMPLOYER'S BUSINESS. A LOCAL TRUCK DRIVERS MUST HAVE A CHAUFFEUR'S LICENSE WHICH IS A COMMERCIAL DRIVING PERMIT. EMPLOYERS PREFER APPLICANTS WITH SOME EXPERIENCE DRIVING TRUCKS. THEY USUALLY CHECK TRAFFIC AND POLICE RECORDS. TRAINING: SKILLS ARE LEARNED THROUGH INFORMAL ON-THE-JOB TRAINING. TECHNICAL SCHOOLS, COMMUNITY COLLEGES AND THE CONSTRUCTION HEAVY-TRUCK DRIVER'S PROGRAM AT CAMP ADAIR (SEE "PREP

9144). ---EMPLOYMENT: ABOUT 21,400 LOCAL TRUCK DRIVERS IN THIS ...ION IN OREGON. OVER ONE-HALF ARE LOCATED IN ...ES AND TYPE OF TRUCK OPERATED. ...HOUR DEPENDING ON SIZE OF ...CARRIED. THE AVERAGE ...ERS EARN BETWEEN ...GENER-

CIS information is organized into the following files, which are updated continually:

- The Occupational Description File includes current information on duties, hiring requirements, major employers, work setting, current employment, wage and employment outlook for all major occupational fields in the state.



9144

---SKILLS: ABILITY ... HICLES SAFELY AND EFFICIENTLY. FAMILIARITY WITH ... OTHER DRIVING RECORDS. ... DEPT. OF TRANSPORTATION REGULATIONS.
---LICENSING: TO OBTAIN A CHAUFFEUR'S LICENSE:
- HAVE 6 MONTHS DRIVING EXPERIENCE
- BE 18 YEARS OLD
- PASS A WRITTEN TEST, VISION TEST AND DRIVING TEST

FEE FOR A CHAUFFEUR'S LICENSE IS $5 WITH A VALID OREGON DRIVER'S LICENSE. THE LICENSE MUST BE RENEWED EVERY 4 YEARS. FOR ADDITIONAL INFORMATION: CONTACT THE LOCAL OFFICE OF MOTOR VEHICLE DIVISION OR WRITE TO MOTOR VEHICLE DIVISION, DEPT. OF TRANSPORTATION, 1905 LANA AVE. NE, SALEM, OR 97314. PHONE: 378-6996.
---PREPARATION: MANY EMPLOYERS PREFER APPLICANTS WITH A HIGH SCHOOL DIPLOMA BUT IT MAY NOT BE REQUIRED. APPLICANTS MUST HAVE A CHAUFFEUR'S LICENSE. USUALLY, A PHYSICAL EXAM WHICH INCLUDES SIGHT AND HEARING TESTS IS REQUIRED. APPLICANTS MAY HAVE TO PASS A WRITTEN EXAM ON DRIVING REGULATIONS AND A DRIVING TEST. FEDERAL AGENCIES EMPLOYING LOCAL DRIVERS REQUIRE NO WRITTEN TEST, BUT APPLICANTS MUST PROVE ABILITY TO DRIVE SAFELY, AND BE ABLE TO WORK WITH LITTLE SUPERVISION. MOST EMPLOYERS PREFER INDIVIDUALS WITH SOME DRIVING EXPERIENCE. ONE OF THE BEST WAYS FOR A PERSON OUT OF HIGH SCHOOL AND 21 TO PREPARE TO BE A TRUCK DRIVER IS TO WORK AS A DOCK HAND. LOADING AND UNLOADING, FOR A TRUCKING FIRM, DOCK HANDS ADVANCE TO TRUCK DRIVERS WHEN THEY REACH 25 AND WHEN THE COMPANY NEEDS DRIVERS. ALSO, PERSONS 21 CAN BE CONSIDERED FOR JOBS AS SHORT-HAUL MOVING DRIVERS. HIGH SCHOOL DRIVER TRAINING AND MECHANICS COURSES ARE RECOMMENDED. ...WAYS TO GAIN EXPERIENCE ARE AS A DRIVER HELPERS AND ... MILITARY. THERE ARE AS TRUCK DRIVER HELPERS AND ... CAMP ADAIR, CORVALLIS. THIS TRAINING IS HELD ... THE SUMMER. CONTACT THE NEAREST TEAM... ...IERS JOINT TRAINING COMMITTEE, P.O. ... ANYONE MAY APPLY THOUGH UNION ...UING (SEE PROG

- The Preparation File includes specific skill requirements, how to prepare for occupations, information on school subjects and lists of related occupations.

- The Program of Study and Training File describes education and training programs available in the selected occupation or occupational category and additional information on career titles and credentials offered.

- The School File provides information about education and training institutions, including costs, curriculum and services.

Additional sub-files include written materials, people to visit to discuss occupations, occupationally related clubs and associations, and financial aid available at training institutions.

CIS is particularly appealing to younger clients, ages 14-18. It is used primarily in high schools and community colleges. Some employment and training programs and community-based organizations use the system as well. Training and technical assistance from CIS staff is offered to user agencies.

Demonstration Site Experience

CIS has many strengths:

1. Young people like to use the system because it is computerized.

2. The needlesort is a strong counseling tool because it provides a graphic demonstration of how changing a response to a particular question affects the number and range of career options. (For example, dropping out of school or the inability to read well or do math decreases the number of career options.)

3. Portable terminals allow the automated system to be used at various sites. The automated system does, however, require a telephone hookup and this hookup may be difficult in some rural areas.

4. The system allows clients to change answers, correct errors and ask what answers caused certain occupations to be eliminated from their options.

5. Clients receive a printout of all information for future reference and can use words found in the job descriptions when writing resumes or completing job applications.

6. Information in the system is constantly updated.

7. The broad range of information gathered and organized by CIS personnel is presented in a useful and attractive format.

8. Demonstration sites reported that use of CIS increased the quality of guidance services and reduced staff time required to provide information to clients.

9. The Visit File, which is organized by region within Oregon and must be updated by local agencies, was used by many clients in the demonstration. It is a valuable resource, but not available in all areas.

10. Demonstration sites found that disadvantaged youth who read English had few problems understanding the material.

11. CIS information was given to Spanish speaking clients through translators, with some success.

12. The automated system succeeded in developing enough interest on the part of many young people so that they asked for additional occupational information.

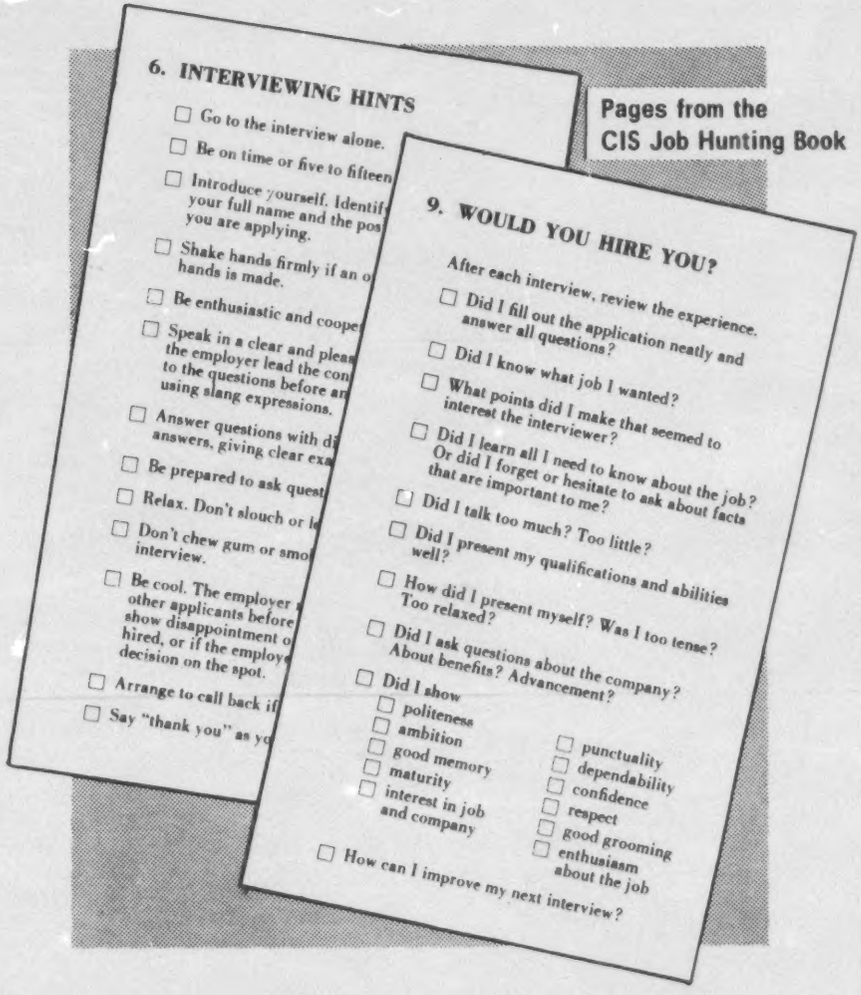
13. The automated system can be used to build career information files for high interest occupations.

Some problems in using CIS with disadvantaged youth were identified in the demonstration. Solutions to many of these problems are being developed:

1. Some young people felt that QUEST questions were unclear. Explanations and examples can overcome this limitation and are being incorporated into staff training through a filmstrip developed under this project.

2. Some youth were discouraged with long printouts and needed staff help to sort out critical information. A job hunting booklet was developed during the project. It was well received by youth and should assist in organizing information in a useful format.

3. Although clients interact with the system, this interaction is somewhat passive. Under Phase II of YCIP, a microcomputer adaptation of QUEST is being developed for inclusion in the system; it is hoped this adaptation will involve users more actively. The microcomputer adaptation also eliminates the need for a telephone hookup to use the system.


6. INTERVIEWING HINTS
☐ Go to the interview alone.
☐ Be on time or five to fifteen
☐ Introduce yourself. Identif
your full name and the pos
you are applying.
☐ Shake hands firmly if an o
hands is made.
☐ Be enthusiastic and coope
☐ Speak in a clear and plea
the employer lead the con
to the questions before an
using slang expressions.
☐ Answer questions with d
answers, giving clear exa
☐ Be prepared to ask quest
☐ Relax. Don't slouch or l
☐ Don't chew gum or smo
interview.
☐ Be cool. The employer
other applicants before
show disappointment o
hired, or if the employe
decision on the spot.
☐ Arrange to call back if
☐ Say "thank you" as yo
9. WOULD YOU HIRE YOU?
After each interview, review the experience.
☐ Did I fill out the application neatly and answer all questions?
☐ Did I know what job I wanted?
☐ What points did I make that seemed to interest the interviewer?
☐ Did I learn all I need to know about the job? Or did I forget or hesitate to ask about facts that are important to me?
☐ Did I talk too much? Too little?
☐ Did I present my qualifications and abilities well?
☐ How did I present myself? Was I too tense? Too relaxed?
☐ Did I ask questions about the company? About benefits? Advancement?
☐ Did I show
☐ politeness
☐ ambition
☐ good memory
☐ maturity
☐ interest in job and company
☐ punctuality
☐ dependability
☐ confidence
☐ respect
☐ good grooming
☐ enthusiasm about the job
☐ How can I improve my next interview?

Pages from the CIS Job Hunting Book

4. Because the QUEST system is brief, it is attractive to youth but lacks depth in assessing interests and aptitudes.

5. The user's handbook for CIS is difficult to work through for some readers. A visual wall chart was developed to explain the keyboard.

Systems Exploration and Research for Career Help (SEARCH)

SEARCH is an interest and aptitude assessment system used extensively by Employment Division offices in Oregon and increasingly in schools and other agencies as well. The system includes the Worker Trait Group Inventory, which assesses client interests, and the General Aptitude Test Battery (GATB), which is an aptitude test.

The Worker Trait Group Inventory requires like and dislike responses to about 240 statements relating to occupations (e.g., driving a bus on city streets). The GATB takes about two and one-half hours to administer and is one of the most widely used aptitude tests. You may use the two parts of SEARCH separately, but more thorough assessment information is obtained if both are used.

Results are analyzed and printed by computer for later use by youth or, more likely, for use with youth by staff. The interpretation of results is a decision-making process with occupational, labor market, training and job finding information integrated at various points. It requires approximately two and one-half to three hours.

The client/counselor process may take place individually or in groups, which is more cost effective. The process actively involves the client and helps develop decision-making and job hunting skills.

Demonstration Site Experience

SEARCH has these strengths:

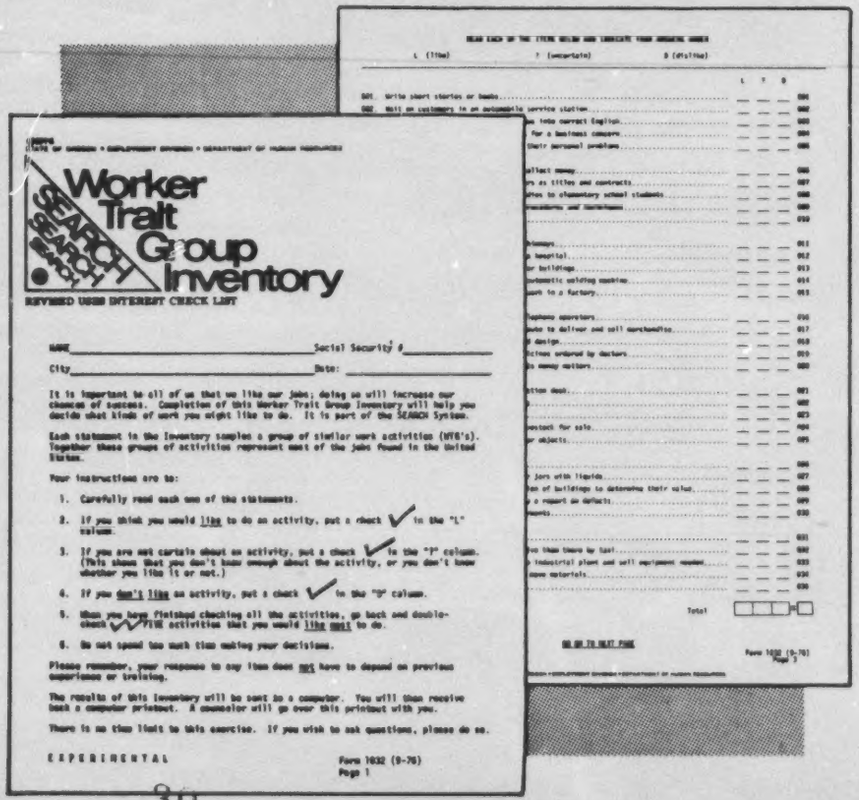
1. It is a thorough and validated assessment tool.
2. It involves clients actively in the process and builds decision-making and job finding skills.
3. Its emphasis on worker traits effectively matches interest and aptitudes to occupations without excluding occupations that are attractive on the basis of salary.
4. The group process is effective with youth.
5. Clients can use SEARCH at the local Employment Division Office.
6. Staff members of schools and other agencies can be trained to deliver SEARCH as well.
7. SEARCH appealed most to older youths who sought more in-depth information about themselves.

Demonstration site staffs felt that SEARCH is effective with older youth (age 18 - 22) and those who are committed to employability development or are interested in a thorough analysis of their interests and aptitudes. The Worker Trait Group Inventory can be effective with less motivated clients and younger youth when used without the GATB.

The major limitation of SEARCH is its delivery system, which requires a high level of commitment from youth. The system as originally designed

requires two client visits to obtain results--one to take the Worker Trait Group Inventory and GATB (if used), a delay of several days while the results are processed, and a second visit to receive an interpretation of the results.

YCIP developed a self-mailing, postage-paid version of the Worker Trait Group Inventory which could be completed at home and simply dropped in the mail. The client is then notified when the printout is available, and makes only one visit to the counselor to obtain results. Demonstration site staff felt that this modification in delivery system was significant. Development of microcomputer delivery of SEARCH is anticipated if resources become available. This adaptation would provide immediate delivery of information.



Worker Trait Group Inventory

REVISED USES INTEREST CHECK LIST

It is important to all of us that we like our jobs; doing so will increase our chances of success. Completion of this Worker Trait Group Inventory will help you decide what kinds of work you might like to do. It is part of the SEARCH System.

Each statement in the Inventory samples a group of similar work activities (WA's). Together these groups of activities represent most of the jobs found in the United States.

Your instructions are to:

1. Carefully read each one of the statements.
2. If you think you would like to do an activity, put a check ✓ in the "L" column.
3. If you are not certain about an activity, put a check ✓ in the "?" column. (This shows that you don't know enough about the activity, or you don't know whether you like it or not.)
4. If you don't like an activity, put a check ✓ in the "D" column.
5. When you have finished checking all the activities, go back and double-check ✓✓ FIVE activities that you would like most to do.
6. Do not spend too much time making your decisions.

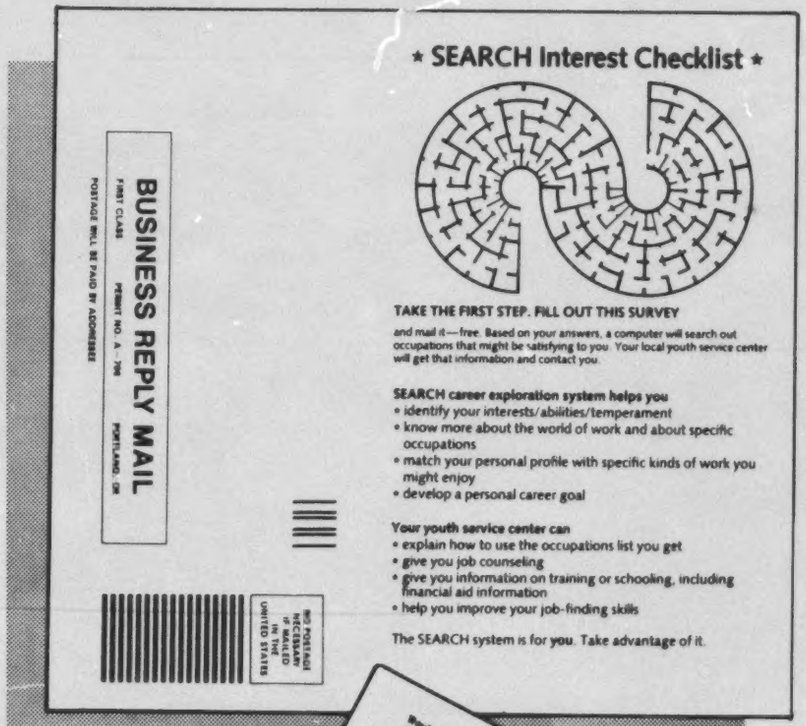
Please remember, your response to any item does not have to depend on previous experience or training.

The results of this inventory will be sent to a computer. You will then receive back a computer printout. A counselor will go over this printout with you.

There is no time limit to this exercise. If you wish to ask questions, please do so.

EXPERIMENTAL

Form 1032 (9-76)
Page 1



BUSINESS REPLY MAIL

FIRST CLASS PERMIT NO. A - 706 PORTLAND, OR

POSTAGE WILL BE PAID BY ADDRESSEE

NO POSTAGE NECESSARY IF MAILED IN THE UNITED STATES

★ SEARCH Interest Checklist ★

TAKE THE FIRST STEP. FILL OUT THIS SURVEY

and mail it—free. Based on your answers, a computer will search out occupations that might be satisfying to you. Your local youth service center will get that information and contact you.

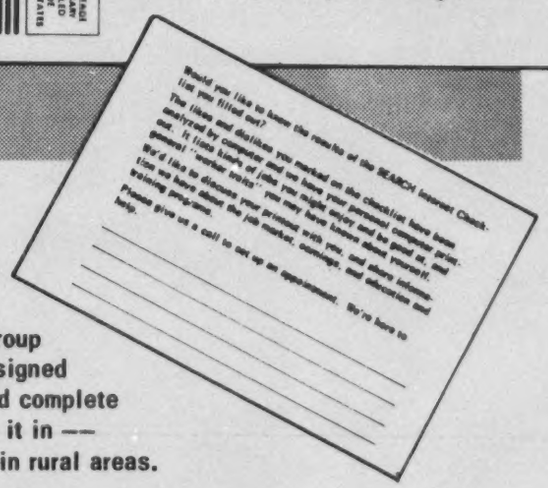
SEARCH career exploration system helps you

- identify your interests/abilities/temperament
- know more about the world of work and about specific occupations
- match your personal profile with specific kinds of work you might enjoy
- develop a personal career goal

Your youth service center can

- explain how to use the occupations list you get
- give you job counseling
- give you information on training or schooling, including financial aid information
- help you improve your job-finding skills

The SEARCH system is for you. Take advantage of it.



Would you like to know the results of the SEARCH Interest Checklist you filled out?

The likes and dislikes you marked on the checklist have been analyzed by computer and we have your personal computer printout. It lists kinds of jobs you might enjoy and be good at, and general "worker traits" you may have known about yourself. We'd like to discuss your printout with you, and share information we have about the job market, openings, and education and training programs.

Please give us a call to set up an appointment. We're here to help.

The Worker Trait Group Inventory was redesigned so that people could complete it at home and mail it in — particularly useful in rural areas.

Labor Market Information (LMI)

Another of Oregon's major sources of occupational information is the Labor Market Information (LMI) program of the Oregon Employment Division. The annual LMI Directory identifies over 20 publications and studies available monthly, quarterly or annually. These contain a wide range of information including labor force characteristics of most groups, economic trends, labor force trends, occupational profiles, and wage and salary information. Perhaps the best known of these publications is Labor Trends, a monthly newsletter outlining local labor market economic and employment developments by area in Oregon.

For counselors, LMI is the most readily available source of current, area-specific labor market information.

Many of the LMI publications are aimed at educational and program planners. These include labor force statutes affecting youth, women and minorities. Other publications, such as Labor Trends and those providing wage and salary information and employment trends, are a valuable source of information for clients. They are current, reflect the local job market and are available at no cost. The major difficulties in using these publications with clients are readability and clients' lack of familiarity with labor market concepts.

The CIS, SEARCH and LMI systems have complimentary strengths and can be used together effectively in a comprehensive occupational information network for unemployed disadvantaged youth. They should be supplemented by other sources such as employer visits and assessment tests.

Commercially Produced Resources

Commercially produced resources for occupational information are available in a variety of forms and subject areas. These include other computerized delivery systems similar to CIS, job sampling systems, workbooks, audiovisual products and tests. These resources have a number of strengths:

1. They are usually attractive to clients.
2. They have well-thought-out procedures for use.
3. They are aimed at specific ages and skill levels.
4. They have good general information and material.

Major limitations of commercially produced systems are:

1. Information is not keyed to the local labor market.
2. Information becomes out-of-date.
3. A limited number of occupations are included.
4. Cost.

Programs using these resources should be aware of the limitations and supplement them with other information sources.

Employer Contact

Employer contact is a valuable source of occupational information, according to the youth survey and interviews conducted by the Youth Career Information Project. This contact may include workshops and seminars, employer interviews, tours, job shadowing and actual job sampling in the work place. Most young people feel that this is the best way to get occupational information, probably because it is both real and interesting. However, there are several important things to consider with regard to employer contact:

1. To insure that relevant information is obtained, youth should prepare their interview questions in advance.
2. The type of occupational information available from employers is limited. For instance, many employers will not have accurate employment supply/demand data or projected future workforce information. Employer contacts should be used with other resources to insure availability of complete information.
3. Information from any one employer may not be true for the entire industry or occupational cluster, and therefore may mislead clients. The risk of getting misleading information can be limited by encouraging or requiring multiple employer contacts in any given career field.

Setting Up Your Occupational Information System

Guidance in decision making and in the use of occupational information is essential if clients are successfully to develop and carry out their plans for education, training and work. This requires a well planned and coordinated occupational information and guidance system.

Some basic concepts should be considered when developing an occupational information and guidance system:

- Young people learn in a variety of ways. Provide optional materials and activities to allow needed flexibility.
- Some types of information (such as wages or occupational demand/supply) should reflect local conditions because they vary by area.
- Some types of information must be updated frequently because they change rapidly.
- Information is understood best when it is applied in real, planned activities.
- No single information source or system has all necessary information. In Oregon, the Directory of Occupational and Educational Information Sources compiled by OOICC is a useful reference source for developing an occupational information program.
- Many young people do not know how to use occupational information.

- Using more than one information source is a good way of discovering inaccuracies or omissions in information.
- Youth may be poor communicators and need preparation if they are to obtain useful information from personal contacts.

> A sound occupational information system should offer at least 12 types of information needed for career decision making.

Some occupational information can be quite general; some should be regionally specific and timely. It is best to maintain more than one method of transmitting this information. This will allow clients to use the medium most effective for them or to check the accuracy of one source with another. The following types of information should be available:

1. Occupational titles and job descriptions should be consistent with contents of the Dictionary of Occupational Titles (or other widely recognized classification system) so information from different sources can be integrated. Job descriptions can be general in nature. They don't need to be localized or updated frequently. Most nationally marketed and local systems are adequate in this area. This information is used to give a general overview and for classification.

2. Work environment describes the physical work environment and identifies numbers and types of people encountered in carrying out duties. This information need not be state or area specific and does not require updating. Commercially marketed systems often have good visual materials that are attractive and useful. SEARCH worker trait groups emphasize environmental aspects of work. Employer contact and visitations provide the best method of delivering information on the work environment.

3. Job tasks provides in-depth information on specific work activities required of an occupation, including materials and equipment used, processes, products or services produced and interactions with other workers required. Most systems offer general information; many commercial systems, particularly job sampling systems, offer good visual material or the opportunity actually to do many of the tasks associated with occupations. Employer visitations, observing workers or job sampling provide the most complete and current information on work tasks. Revision of information is necessary only for new occupations or those modified drastically through technological change or regulation. Localized information is not necessary. Knowledge of job tasks is considered by many to be the most important type of information because it allows clients to determine whether they will enjoy and can actually do the tasks associated with an occupation and whether they wish to do them on a regular basis.

4. Interest assessment is a method of systematically analyzing client interests and relating these to occupations. Most clients can identify their likes and dislikes and a systematic analysis often is necessary to match these to occupations. The assessment instruments do not have to contain localized information. SEARCH is a valuable resource for interest assessment. CIS has a brief assessment system (QUEST) which provides this information in less detail. Many other occupational preference tests are available and widely used.

5. Aptitude assessment is a method of identifying and systematically analyzing general abilities or qualities (such as hand eye coordination or manual dexterity) and recommending occupations accordingly. Information does not usually become outdated or require localizing. SEARCH uses the General Aptitude Test Battery (GATB), an approach to aptitude assessment. This information allows client and counselor to identify general abilities that influence the likelihood of achieving necessary skills and job satisfaction in occupations of interest.

6. Job finding includes information which will help youth use job finding resources; prepare work, education and training histories; complete job applications; and communicate effectively with employers. This information need not be localized or timely except where local helping agencies are a major assistance source. The SEARCH system provides good job finding assistance, as do many of the commercially marketed systems. Many Employment Division offices and community colleges offer job finding workshops. Job finding information and assistance is critical for disadvantaged youth who may lack experience, knowledge and personal contacts to assist them in obtaining employment.

7. Hiring channels include methods commonly used by employers for finding and hiring employees according to occupation or occupational group. This information is most useful if it is localized. It does not usually become outdated. In Oregon, the best information source by industry is LMI. Employer contacts can provide more specific information. This information is necessary in job hunting and placement activity.

8. Job requirements include skills, abilities, knowledge, experience, education, certifications and/or licenses necessary to qualify for occupations. Because increasing numbers of jobs require certification, it is best to provide statewide information. CIS, SEARCH and employer contacts are the best sources of this information.

9. Financial aid includes information on available grants, loans and work-study opportunities available to clients. This information must be localized and updated regularly because of frequent changes in amount, availability and qualifications for assistance. CIS provides the best comprehensive information on financial aid and is improving this file of information. Financial aid officers at schools of interest should also be contacted. This information is very important to disadvantaged youth, who often qualify for financial aid and must develop financial plans carefully in order to obtain needed education and/or training.

10. Available training and education includes information about vocational training and educational programs designed specifically to prepare clients for a particular occupation. This information should be as area-specific as possible and must be updated regularly because of frequent changes in availability, length, cost and entrance requirements. Both CIS and SEARCH provide training and educational information which is current and keyed to Oregon. Clients use this information to plan for training and education.

11. Supply/demand information includes projected openings, number of jobs available and number of applicants available by occupation. This information must be localized by region within the state and updated regularly and should include both present and projected labor force information. LMI and the Occupational Program Planning Summary (OPPS) within the Oregon Employment Division are the best sources of supply/demand information. This information is used by clients to assess the employment opportunity outlook of each occupation.

12. Pay/benefits should identify average pay or ranges of pay by occupation, and normal benefits associated with occupations. This information should be offered on a state or area basis. It must be updated regularly. LMI is the best source of this information. CIS and employer contacts are also good sources. Clients use this information to determine the level of income and benefits provided by occupations and compare these with personal needs and goals.

Examples of Information Delivery

The following section describes some of the strategies for delivering occupational information that were designed and tried out by the Youth Career Information Project demonstration sites and those identified through a national survey of youth programs.

In some cases, these strategies also served an outreach or awareness function, attracting out-of-school youth to the services of the community site. The outreach function of those strategies will be described in Chapter Two.

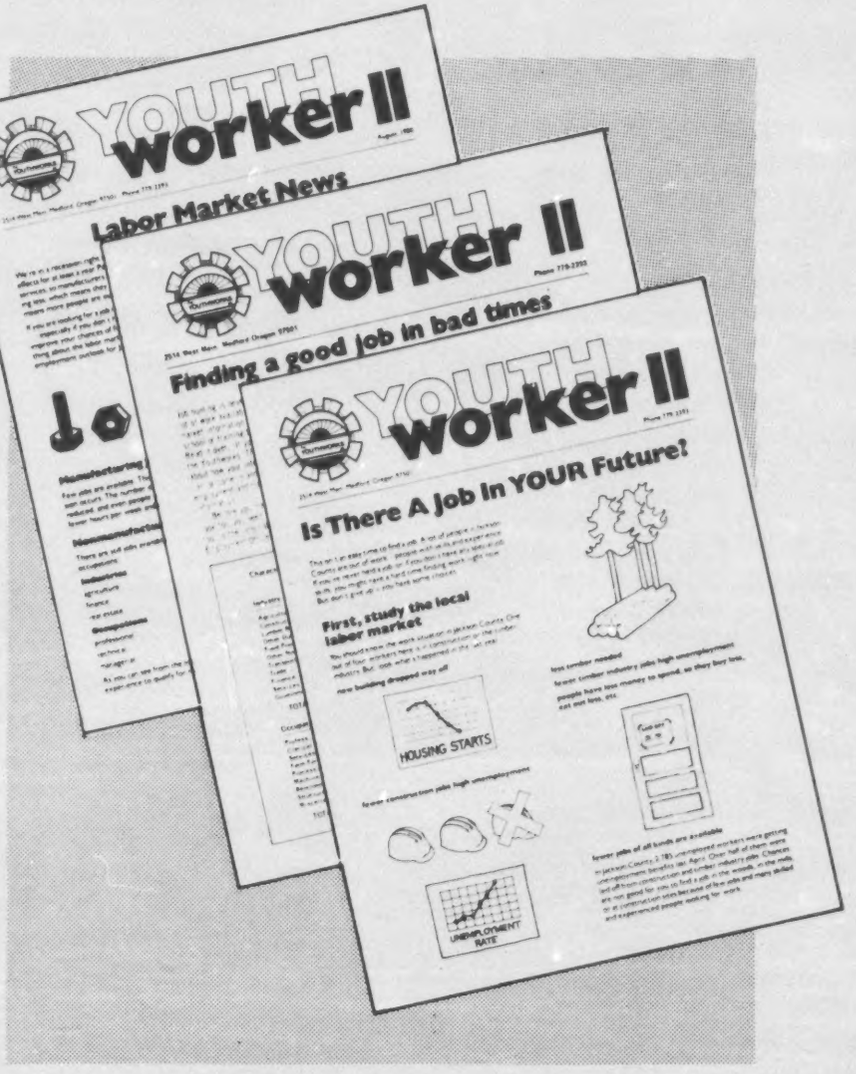
Youth Newsletter

The Youthworks Inc. developed a newsletter, The Youthworker II, based on labor trends in Jackson County. Youthworks staff worked with the local LMI economist to put together information thought to be most important to young people interested in work and training. This information was then written in a manner both appealing and informative for out-of-school, unemployed youth. The newsletter was distributed in CETA youth paychecks, through schools and libraries, at youth job fairs and through service agencies in the area. The newsletter had three basic purposes:

1. Informational--to provide information on labor market demand by industry and occupation

2. Educational--to acquaint youth with labor force information and concepts and how they are used

3. Outreach--to encourage youth to come into the agency for further information and assistance


YOUTH worker II
Labor Market News
YOUTH worker II
Finding a good job in bad times
YOUTH worker II
Is There A Job In YOUR Future!
First, study the local labor market
HOUSING STARTS
UNEMPLOYMENT RATE

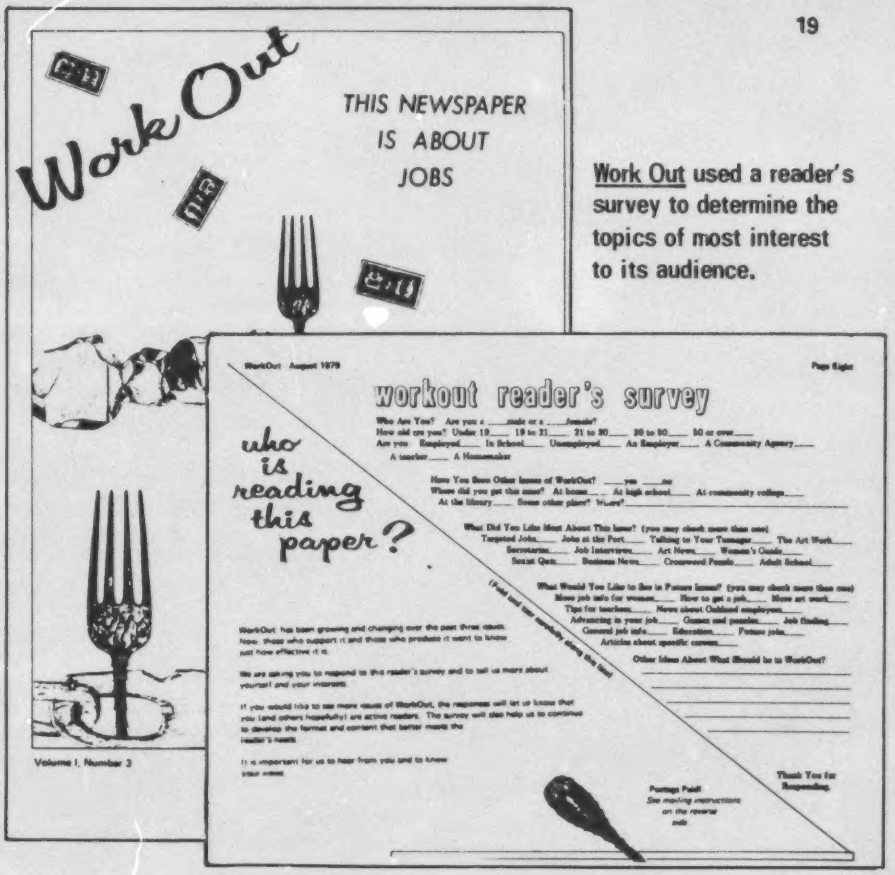
The three Youthworker II issues show a gradual modification in format. The first edition received some criticism from those who felt it was too technical and sterile to appeal to disadvantaged youth. Successive issues presented more graphics and less written material.

Youthworks staff concluded that young people read the newsletter, that approximately 50 percent of the young people liked the newsletter, and that favorable comments on the newsletter increased dramatically with successive issues. This may be due to the changes in format or simply to the cumulative effect of more Youthworker II issues reaching area youth.

Employment Division labor market economists throughout the state are aware of the labor market newsletter concept and are generally willing to work with local employment programs and schools in developing similar products. These could be incorporated into existing publications such as school or other newspapers, or published alone as was the Youthworker II.

The newsletter approach has several advantages:

- Information is current and area-specific and capitalizes on data available monthly from local Employment Division offices.
- The information can be printed or reproduced inexpensively by mimeograph or photocopier.
- The format translates employment data into terms that are more understandable for youth.
- It puts a valuable resource in the hands of youth and youth-serving agencies.
- It meets an identified need among disadvantaged youth--the need to understand and use labor market information specific to their area in looking for jobs and planning careers.

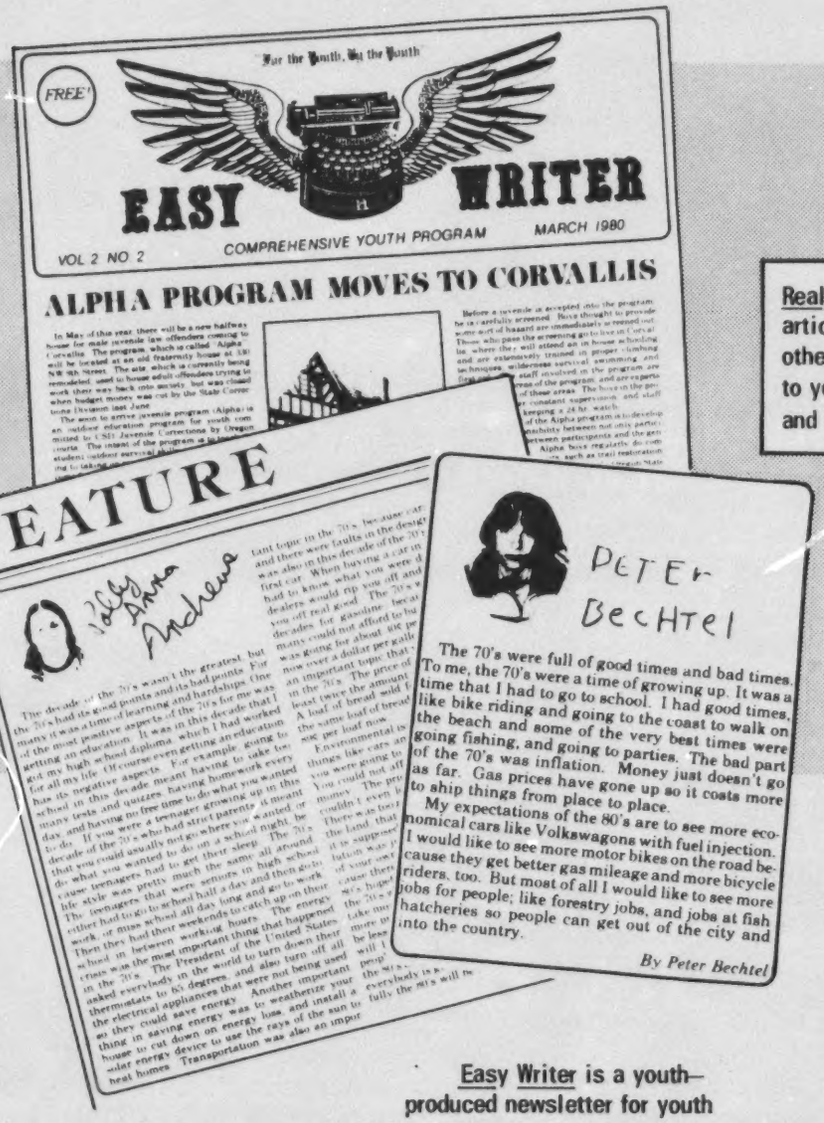


Work Out used a reader's survey to determine the topics of most interest to its audience.

Newspapers

An employment and training tabloid published by the Boston, Massachusetts Globe lists occupational education and training available in the Boston area. These resources are listed by occupation. The tabloid is used by youth, counselors and parents.

Community Careers Council in Oakland, California publishes Work Out, a newspaper for youth about jobs. Information includes profiles of major industries and employers, job hunting strategies, do's and don'ts of interviewing, information on high demand jobs and employability quizzes and tests.



For the Youth, By the Youth

FREE!

EASY WRITER

VOL 2 NO 2 COMPREHENSIVE YOUTH PROGRAM MARCH 1980

ALPHA PROGRAM MOVES TO CORVALLIS

FEATURE

Peter Bechtel

The 70's were full of good times and bad times. To me, the 70's were a time of growing up. It was a time that I had to go to school. I had good times, like bike riding and going to the coast to walk on the beach and some of the very best times were going fishing, and going to parties. The bad part of the 70's was inflation. Money just doesn't go as far. Gas prices have gone up so it costs more to ship things from place to place.

My expectations of the 80's are to see more economical cars like Volkswagons with fuel injection. I would like to see more motor bikes on the road because they get better gas mileage and more bicycle riders, too. But most of all I would like to see more jobs for people; like forestry jobs, and jobs at fish hatcheries so people can get out of the city and into the country.

By Peter Bechtel

Easy Writer is a youth–produced newsletter for youth funded by CETA as a work experience project in Corvallis, Oregon. Both the design and the content are geared to the youth audience.

Real World

Real World

5 Things to Do Before You Go to An Employment Agency

Real World combines articles about work with other topics that appeal to youth, such as music and sports.

Connections is a newspaper written by young people for young people and published by Aunt Martha's Youth Service Center in Park Forest, Illinois. It deals with virtually any subject of interest to youth. School, jobs, managing finances and legal rights are some of the issues covered.

Real World is a newspaper published by King Features Syndicate and distributed nationally. It has information on major occupational areas, small business assistance, communication, job hunting and issues of interest to youth. Real World is available to youth-serving organizations that subscribe. It includes guides for using the material.

Booklets and Flyers

Many private and public organizations develop and circulate written material relating to work, school, training, managing finances, general program information and where to seek assistance. Some of the best are written by young people. Two good examples are Streetsheet published by the Centre in Chicago, Illinois, and a booklet about getting hired, published by the City of New York, Department of Employment Summer Youth Program. Booklets provide an effective way of communicating with youth within the agency or outside. They need not be expensive to reproduce. Most focus on subjects which youth ask about often. Many use quizzes and games for communication. They increase community awareness of programs and assist outreach efforts.

Journals

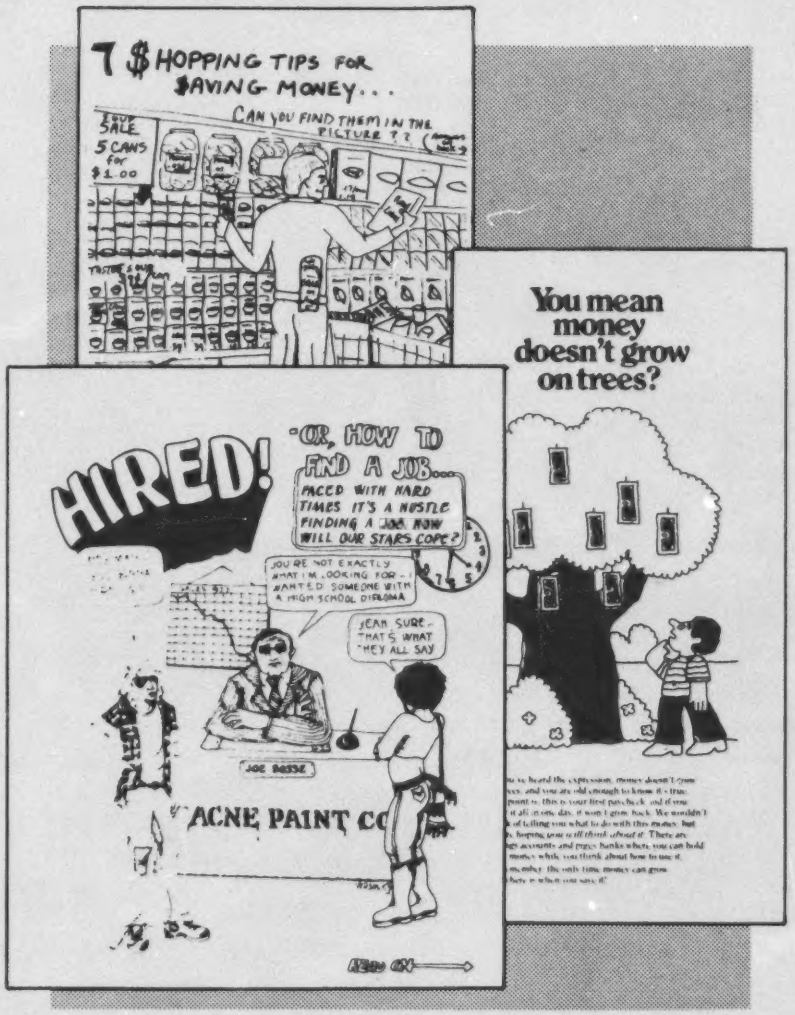
Participant journals are used in many programs. Journals have the following advantages:

1. They provide a useful history of experiences, knowledges and skills of the participant.

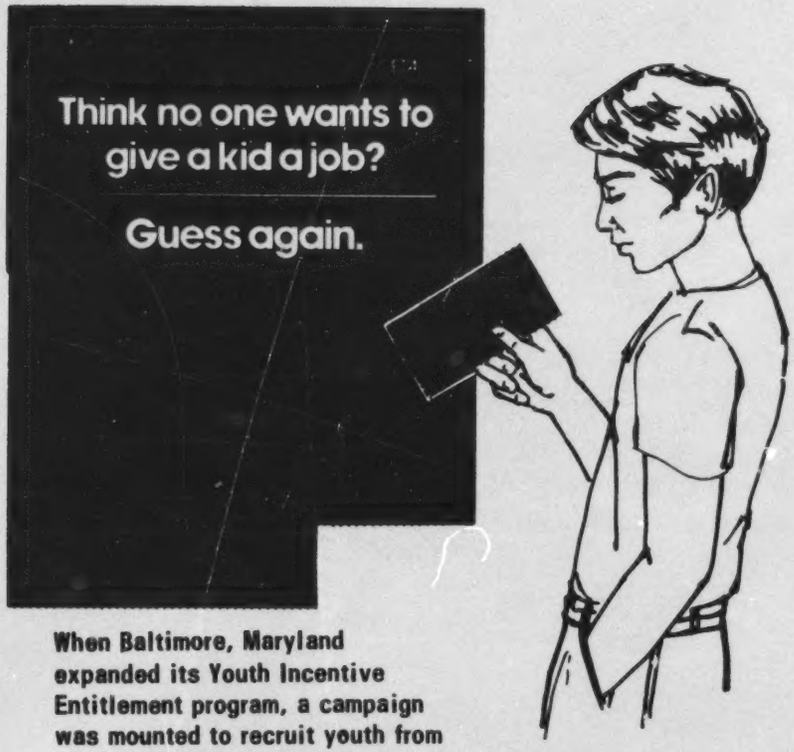
2. They encourage youth to reflect on relevant information about occupations and the labor force.

3. The act of recording information in a journal promotes learning and understanding of the material and means that information which might otherwise be lost is retained for later use.

4. Journals can be an important medium for communication between program staff and youth.


7 $HOPPING TIPS FOR $AVING MONEY...
CAN YOU FIND THEM IN THE PICTURE ??
SALE 5 CANS FOR $1.00
You mean money doesn't grow on trees?
HIRED!
OR, HOW TO FIND A JOB...
FACED WITH HARD TIMES IT'S A HASSLE FINDING A JOB NOW WILL OUR STARS COPE?
YOU'RE NOT EXACTLY WHAT I'M LOOKING FOR-I WANTED SOMEONE WITH A HIGH SCHOOL DIPLOMA
YEAH SURE-THAT'S WHAT THEY ALL SAY
JOE BASSE
ACNE PAINT CO

Youth–serving agencies need not limit themselves to job information. Some organizations produce mater – ials that address a range of topics related to the world of work.



When Baltimore, Maryland expanded its Youth Incentive Entitlement program, a campaign was mounted to recruit youth from the neighborhoods newly included in the program. Bright colored posters were displayed throughout the new areas, with tear-off cards for the addresses and phone numbers of temporary neighborhood registration centers.

The Eastern Kentucky Career Exploration Program in Hazard, Kentucky integrates journal writing with a Job Survival Skills Workbook. The end of each workbook chapter contains a space for notes on important information, ideas and questions. This provides the subject matter for individual or group counseling sessions and a record of information important to the participant.

Experienced-Based Career Education programs throughout the country require students to maintain journals summarizing their feelings about experiences in career explorations and more intensive work site learning experiences.

Besides helping youth record important information, journals can improve reading, writing and communication skills. The journal becomes a record of changes in youth over a period of time. Youth who do not feel comfortable writing are allowed to use tape recorders or discussions with staff as vehicles for communication, while at the same time doing developmental work on writing skills.

Workbooks

The development and use of workbooks and similar products presents a number of advantages:

- Workbooks provide a systematic and coordinated method of structuring experiences by insuring that all clients get necessary services and activities.
- They allow for independent, self-directed work and therefore save staff time, place responsibility for progress on the participant and allow participants to progress at their own pace.
- They provide a record of information and activities on each participant for future use and evaluation.
- They provide a vehicle for conveying important information and concepts.

Perhaps the greatest limitations of workbooks involve participant reading ability, motivation and ability to understand certain material or concepts.

Workbooks can identify required or recommended activities or provide a summary of information and activities with participants filling in the blanks. Others are comprehensive and might include career interest inventories, aptitude tests, values clarification worksheets, educational achievement tests, goal setting, questions to ask employers, job requirements, labor force information, interview techniques, sample job applications and instructions for resume writing.

The Career Research Center at Portland Community College provides a workbook which is a brief guide and summary of information. Individual learning packages dealing with a range of subjects are assigned according to individual interest and needs. This process helps the staff assign work which is relevant to participant needs and avoids requiring work in areas already mastered.

Employer Workshops

The Urban League Northeast Youth Service Center organized and convened an employer workshop for Portland youth served by the Youth Career Information Project. During the summer of 1980, service center staff used CIS to help young people identify career interests and obtain information about occupations. The workshop was a followup activity for those youth who had been through CIS. It also attracted other youth in the area.

The workshop was presented to motivate young people by promoting interaction with successful business people who could be role models. It provided real experience and oriented youth toward private industry rather than the public sector, the emphasis of most youth employment programs. The sessions included time for presentations by business representatives and questions by youth participants. The young people became actively involved in the question and answer sessions.

The Syracuse Community Council on Careers developed the Central New York Career Festival which was held at a local community college. Approximately 20,000 youth were contacted about the festival in extensive advance promotion. Four to six professionals in each of 15 career clusters presented information. Employers developed displays emphasizing the types of jobs peculiar to their companies. Films, panel discussions and presentations were programmed for the day-long festival. This concept is similar to the employer workshop of the Urban League of Portland. To get maximum benefit from a workshop, participants should have some advance preparation.

Occupational Exploration

Exploring occupations can take many forms including reading and research, employer interviews and seminars, films and other media, volunteer work, tours, job shadowing and paid work experience. Most employment programs offer one or more forms of exploration. Exploration needs to be integrated with other activities, such as education and training, to insure that participants prepare for and reflect on the experiences.

The Academy for Career Education in Philadelphia, Pennsylvania is an example of a program that has developed a logical progression linking a general exploration (Career Development) to in-depth exploration of occupations of particular interest (Career Guidance) to actual skill and knowledge development (Academic Resource Center). Most programs offering exploration operate in a similar manner although duration of exploration ranges from several days in some programs to many months in others.

Preparation of youth participants and community resource people prior to exploration was identified by YCIP demonstration sites as perhaps the most important factor in a successful occupational

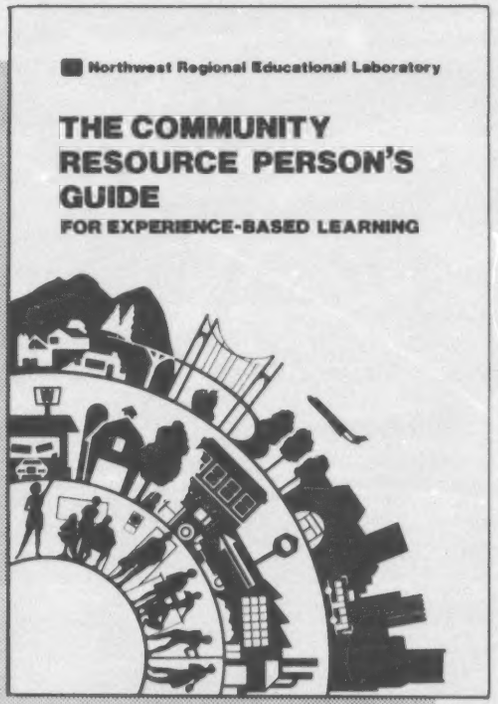
exploration program. Both participants and resource people must be made aware of the essential types of information critical to the career decision-making process. The Northwest Regional Educational Laboratory publishes a Community Resource Person's Guide for Experience-Based Learning that can help orient resource people to the information needs of youth. It is based on the advice and experiences of employers working with youth in Experience-Based Career Education.

The Santa Barbara, California County Schools, in cooperation with the National Alliance of Business, Employment Development Department and CETA, compiled and printed a Directory of Employer-Based Counselors. It lists approximately 300 resource people in the county and includes occupation, firm name, address and telephone number. This type of directory is a valuable resource for youth participants and staff members of programs offering occupational exploration. It can be developed by local program operators with the help of service organizations such as the Chamber of Commerce, Rotary or others.

CIS maintains a visit file for many areas of Oregon, although the initiative to develop and maintain the listing is a local responsibility.

The Institute for Public Affairs Research (IPAR) in Portland, Oregon also provides information on available speakers, field trips and explorations in business and industry in the Portland metropolitan area.

Self Help Training and Employment, Inc. of Visalia, California, an organization which serves youth in rural areas, emphasizes what is perhaps the most difficult type of information to provide--employer expectations regarding attendance, punctuality, productivity, responsiveness to supervision and cooperation with fellow workers. Participants learn work maturity in specifically developed public service jobs. When sufficient progress is demonstrated in this area, youth are gradually exposed to



Resources such as this one can help to orient employers to the kinds of information youth need for career decision making.

private sector employers and ultimately move to unsubsidized private sector jobs. Information about the types of behaviors and attitudes in demand by employers is not normally available from occupational information systems, yet this information is critical to the success of young people in the work place.

Identifying Transferable Job Skills

Identifying transferable skills is the process of matching the acquired skills and knowledge of the individual with those required within occupations of interest to the individual. Practical experiences for youth are often limited to volunteer opportunities or subsidized employment in the public sector. Knowledge of skills and experience transferable to other types of work (e.g., particular private sector jobs) is important when seeking employment.

Smokey House Project of Danby, Vermont conducts career development workshops. One component of the workshops is training youth to identify skills they have developed in maintenance, farming, construction, management, solar energy and other work and to relate those skills to their personal occupational goals.

Volunteer Opportunities

Long-and short-term volunteer work can provide useful occupational information and experience. It is a good substitute for actual paid work experience, particularly when work experience jobs are unavailable. Sound volunteer programs should:

1. Maintain an inventory of available volunteer opportunities including occupations and tasks to be done by the volunteer

2. Match the voluntary experience to the needs of the participant, considering participant interests, skills, aptitudes and goals

3. Establish a service-learning agreement which clearly states the duties, rights and responsibilities of all parties involved

4. Develop a method for recording and evaluating knowledge, experience, skills and information obtained

The Youth Community Service Program of Syracuse, New York, a demonstration program developed in cooperation with ACTION, uses an effective system for identifying and matching participant interest and skills with volunteer opportunities in Syracuse. Each volunteer completes an interest checklist to obtain information on a wide range of work activities. Agencies hosting volunteers identify the tasks that a volunteer should be able to do and others that should be learned. Program staff then match the volunteer to available experiences. This increases the likelihood that participants will be able to successfully carry out their volunteer tasks in an area of career interest.

Delivery of Occupational Information in Nontraditional Places

A major thrust of the YCIP was the delivery of information in places frequented by young people, but where occupational information or other services are normally not found. The Oregon Occupational Information Coordinating Committee and Oregon State Employment and Training Council felt that many disadvantaged young people in Oregon need occupational information but are not aware of how to get help. Most youth program operators agreed and most were able to identify specific target groups that were particularly isolated. Taking information to nontraditional places seemed to be a strategy worth testing.

During a period of about five months, the YCIP demonstration agencies took their resources to nontraditional places like the following:

County fairs	Pizza parlors
City streets	Shopping malls

Libraries	Community schools
Department stores	Ethnic gatherings
Recreation centers	Detention facilities
Drop-in centers	Dances
Service centers	Convenience stores
Youth hangouts	

The demonstration sites had two purposes in taking resources to nontraditional places--to inform youth about their services and to actually deliver occupational information.

The use of nontraditional settings for delivery of occupational information presents some definite problems:

- It does nothing to guarantee timeliness of contact (many youth may appear disinterested at the time).
- There is usually competition for attention because young people are there for reasons other than obtaining employment assistance. This competition limits time and attention devoted to the material.
- In most situations no time is available for necessary followup and guidance.
- Many staff members of demonstration site agencies felt that counseling and guidance personnel who are effective in an office setting do not necessarily function effectively in other environments.
- A contributing problem is the complexity of the subject and the need for experienced guidance personnel to be present to counsel youth using the information system.
- As an awareness or outreach strategy, taking occupational information to nontraditional settings is expensive in terms of staff time and travel expense.

We concluded that presenting occupational information in nontraditional settings was effective for outreach and awareness, but it was not necessarily effective for the actual delivery and understanding of the material.

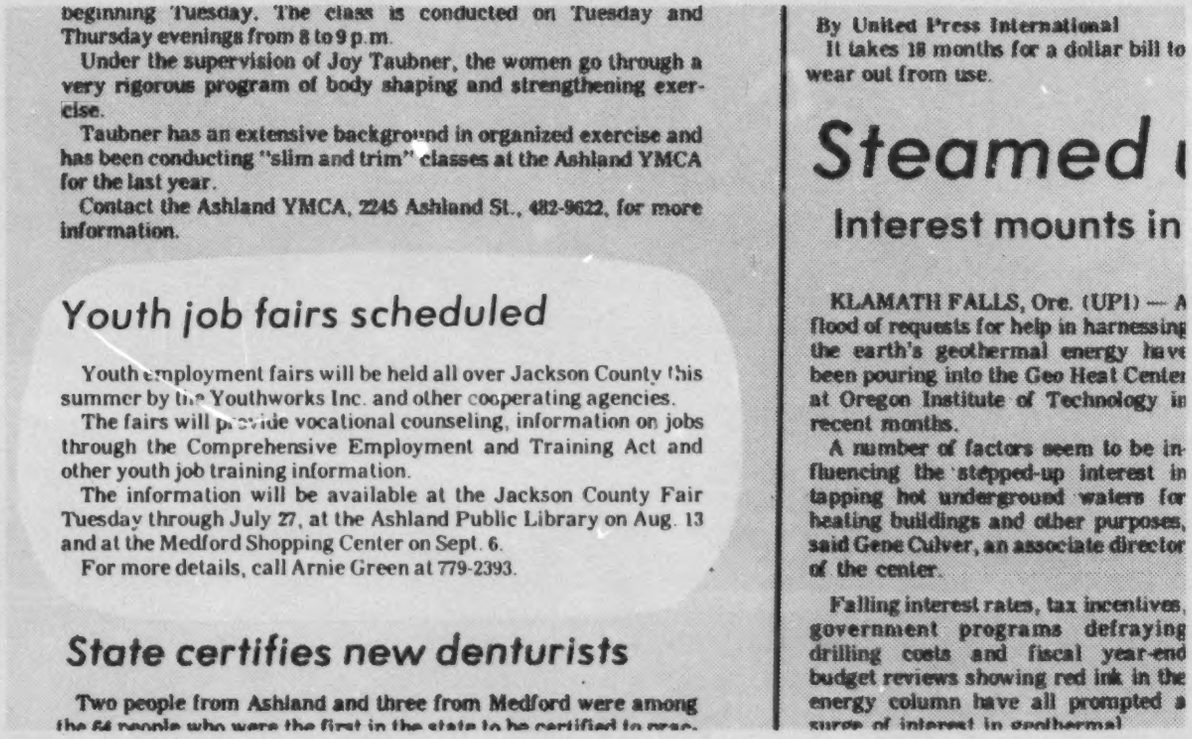
Mobile Services

Portland Community College has a mobile information unit which travels to isolated areas. Effective use of this type of resource required some advance publicity and coordination with local schools and agencies. Most programs of this nature rely on local schools, government, community organizations or interest groups to publicize and sponsor the visits. A well equipped van, including slide/tapes and an assortment of printed material, is expensive and therefore beyond the means of most programs.

On a less costly scale, the Youthworks in Medford, Oregon took occupational information to small communities in rural Jackson County. Staff drove to various locations in the county with some materials and the CIS terminal and "set up shop" in public locations. Advance publicity included handbills, newsletters and other media.

Another strategy that showed promise was using a network of staff persons from other youth-serving agencies to provide limited information and outreach. For example, in Medford the Youthworks staff

Take advantage of local newspapers when you're 'on the road' doing outreach. Write a factual, concise news release and send it to the local media. Type the release on your organization's letterhead, and always list a name and telephone number of someone who can provide additional information. Be sure your release answers these questions: Who? What? When? Where? Why? How?



beginning Tuesday. The class is conducted on Tuesday and Thursday evenings from 8 to 9 p.m.

Under the supervision of Joy Taubner, the women go through a very rigorous program of body shaping and strengthening exercise.

Taubner has an extensive background in organized exercise and has been conducting "slim and trim" classes at the Ashland YMCA for the last year.

Contact the Ashland YMCA, 2245 Ashland St., 482-9622, for more information.

Youth job fairs scheduled

Youth employment fairs will be held all over Jackson County this summer by the Youthworks Inc. and other cooperating agencies.

The fairs will provide vocational counseling, information on jobs through the Comprehensive Employment and Training Act and other youth job training information.

The information will be available at the Jackson County Fair Tuesday through July 27, at the Ashland Public Library on Aug. 13 and at the Medford Shopping Center on Sept. 6.

For more details, call Arnie Green at 779-2393.

State certifies new denturists

Two people from Ashland and three from Medford were among the 64 people who were the first in the state to be certified to prac-

By United Press International

It takes 18 months for a dollar bill to wear out from use.

Steamed

Interest mounts in

KLAMATH FALLS, Ore. (UPI) — A flood of requests for help in harnessing the earth's geothermal energy have been pouring into the Geo Heat Center at Oregon Institute of Technology in recent months.

A number of factors seem to be influencing the stepped-up interest in tapping hot underground waters for heating buildings and other purposes, said Gene Culver, an associate director of the center.

Falling interest rates, tax incentives, government programs defraying drilling costs and fiscal year-end budget reviews showing red ink in the energy column have all prompted a surge of interest in geothermal

gave the SEARCH mailers to juvenile justice youth workers and others who traveled regularly throughout the county to counsel with youth. When appropriate, they gave the mailers to young people which, in turn, generated awareness of the services of Youthworks.

Peer Group Assistance

Peer counseling is a concept which is used widely in employment and training programs. The group occupational exploration and job search or job club is a common peer interaction activity. Peer counseling generally includes researching occupations, instruction in job seeking and sharing or interacting with the group. Activities may be structured in a variety of ways. Certain advantages are offered by the peer group approach:

- Participants help one another by sharing information, strategies and suggestions.
- The facilitator can work with eight to ten clients at once, making the best use of staff time.
- Participants learn skills to help themselves.
- Staff costs are reduced by delivering occupational research and job finding information to a group rather than individually.

- The peer group provides support for its members, all of whom share the difficult and often demoralizing task of preparing for or seeking employment.

Peer counseling was tried in several YCIP demonstration sites. Youth trained in the use of occupational information systems generally provided adequate assistance to clients. This gave professional staff more time to work with clients in planning educational and training activities.

However, demonstration sites reported that the actual guidance function (assistance in decision making) did not appear to be adequately carried out by peers and that peer counseling should probably be restricted to outreach, instruction in use of information systems and assistance in information gathering and job hunting techniques.

Classes

Many programs use classes to disseminate occupational information, coordinate individual projects or develop job finding skills. Others use vocational classes to provide brief hands-on experience to participants so that they are familiar with job tasks, equipment and processes.

The Career Survey Projects at Portland Community College, Mt. Hood Community College and Southwest Oregon Community College rotate youth through eight to ten vocational programs. Students spend approximately one week in each program. Emphasis is on hands-on experience and occupational information rather than skill development. Participants are encouraged to select training opportunities based on this information and experience.

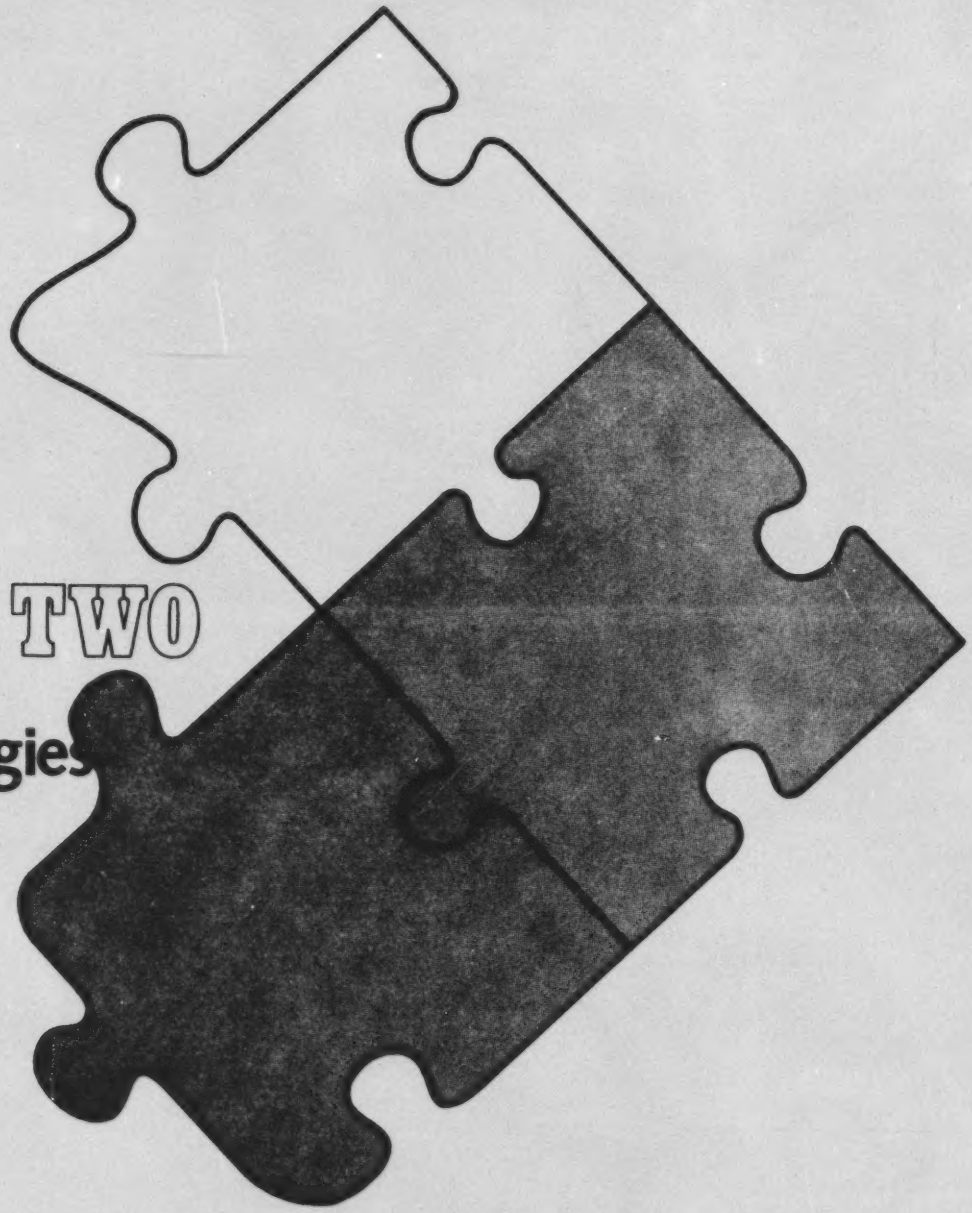
Project HOPE, operated by Pacific Economic Resources League, Inc. of Oakland, California, links classroom study and research with field experiences in hospitals, clinics and laboratories.

The University of Oregon Health Sciences Center has sponsored a Medical Careers Exploration Program for CETA youth, which provides exposure to a wide range of health occupations and allows participants to develop profitable relationships with professionals in the health field.

Urban Youth Action of Pittsburgh, Pennsylvania offers a series of weekly classes in 13-week cycles. The Employment/Education Training classes include the following subjects:

Education/Training Resources
Resume Writing
Career Decision Making
Job Hunting
Volunteerism
Interviewing
Job Applications
Budgeting, Taxes, Housing, Credit
Career and Vocational Training
Employer Visitations
Consumer Education
Enterprise Development

The Cumberland County, Maine Career Guidance Program offers similar subjects. The State of Maine Occupational Information Coordinating Committee staff has developed an occupational information package which complements the automated system used in the program. This information is supplemented by subsidized employment, job shadowing, business tours and workshops on employability skills and behaviors.



CHAPTER TWO

Outreach Strategies

Chapter Two: Outreach Strategies

Before you can provide services to youth you must first find those youth and make them aware of the services you have to offer. Finding them may not be particularly difficult. If you know your local community, you know or can find out where youth congregate and their channels of communication.

Making them aware of the services you have to offer is a greater challenge, because you must compete with thousands of messages--both print and nonprint--that are aimed at youth daily. Many of those messages are produced by professional communicators with products or services to sell and large advertising budgets to help get the word out. To compete successfully, you must use some of the same techniques.

Demonstration sites in the Youth Career Information Project tried a variety of techniques to reach youth and to motivate them to take some action such as visiting a youth service center, filling out an interest checklist or visiting a job fair. For purposes of this Idea Book we are using the term "outreach strategies" to represent these information and motivation efforts. Many of the strategies tried during the project were print-oriented--a drawback if your target group includes nonreaders.

> We urge youth program operators to plan for outreach strategies that are nonprint as well as print.

No ideal outreach strategy was identified by this project. Agencies developing outreach programs should consider using an aggressive, multi-faceted approach which includes a number of the strategies mentioned in this chapter. It is important to keep in mind who your audience is and to develop strategies targeted to that group. For example, to reach young mothers you might put posters or information cards in pediatricians' offices, grocery stores and day care centers.

Guidelines for Planning Outreach

1. Know your audience. What might motivate them?

2. Define the services you have to offer in terms that mean something to youth. Don't overwhelm your audience with a laundry list of services. Pick a few that you really want to stress.

3. Determine how much you can afford to spend on outreach. That will affect which strategies you use.

4. Whenever possible, involve representatives of your audience in planning the outreach strategies. Ask a group of youth, for example, to brainstorm information techniques they think would be effective. Have them review and comment on the strategies you've developed. Make it worth their while to participate by paying them a small stipend, free lunch, free tee shirt or some other token of your thanks.

5. Select outreach strategies that are appropriate for your community and the problems you face. Rural areas may require different types of outreach than urban areas.

6. Develop a method of keeping track of what strategies or products work best.

Masthead

Article

Classified Ads

Calendar

7. When you're preparing your message(s), keep the following advertising concepts in mind:

   a. Keep your message short and simple. Use only important points that will be noticed and remembered.

   b. Use color; it attracts attention.

   c. If you use cartoons to illustrate your message, be sure they are not condescending. Nothing will turn off your audience faster.

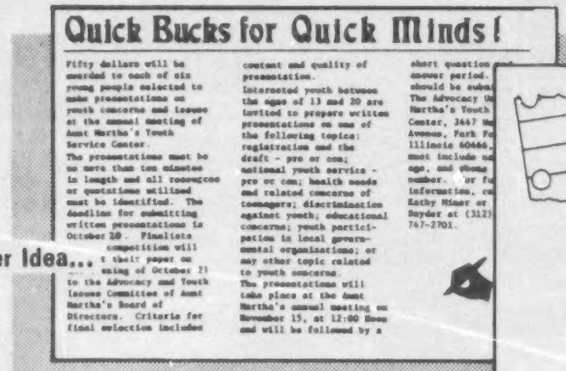
   d. Use action verbs to motivate: "go," "do," "visit," "come," "find out," etc.

   e. Don't promise the moon. Just be realistic.

8. If you don't have the resources to produce your messages and you can't afford to pay to have them done, consider these alternatives:

   a. Local ad clubs frequently take on projects as a public service.

Use your imagination about ways to make youth newsletters more appealing. Here are some bright ideas from Easy Writer, published by the Community Services Consortium in Corvallis, Oregon, and Connections, published by Aunt Martha's Youth Service Center in Park Forest, Illinois.


Quick Bucks for Quick Minds!

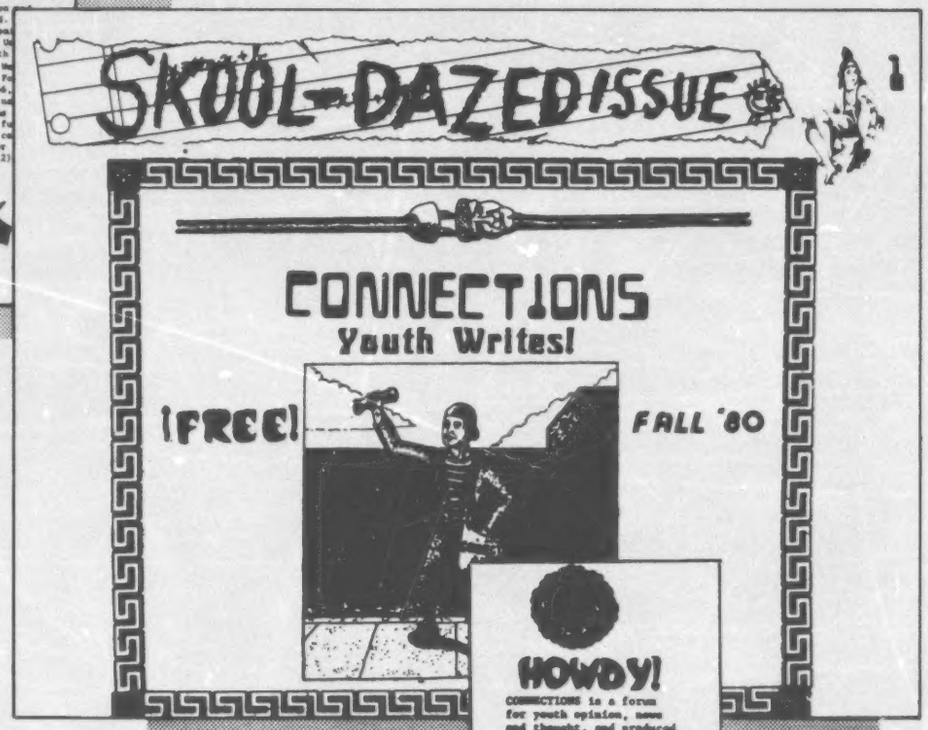
Fifty dollars will be awarded to each of six young people selected to make presentations on youth concerns and issues at the annual meeting of Aunt Martha's Youth Service Center.

The presentations must be no more than ten minutes in length and all resources or quotations utilized must be identified. The deadline for submitting written presentations is October 20. Finalists competition will t their paper on eeting of October 27 to the Advocacy and Youth Issues Committee of Aunt Martha's Board of Directors. Criteria for final selection includes content and quality of presentation.

Interested youth between the ages of 13 and 20 are invited to prepare written presentations on one of the following topics: registration and the draft - pro or con; national youth service - pro or con; health needs and related concerns of teenagers; discrimination against youth; educational concerns; youth participation in local governmental organizations; or any other topic related to youth concerns.

The presentations will take place at the Aunt Martha's annual meeting on November 15, at 12:00 Noon and will be followed by a short question answer period. should be subm The Advocacy U Martha's Youth Center, 3447 Avenue, Park Fo Illinois 60466. must include na age, and phone number. or fu information, ca Kathy Hiner or Snyder at (312) 747-2701.

Here's Another Idea...


SKOOL-DAZED ISSUE
CONNECTIONS
Youth Writes!
!FREE!
FALL '80
HOWDY!
CONNECTIONS is a forum for youth opinion, news and thought, and produced completely by young people in the south suburban area.
his paper is yours! It n be anything you, the community of young folks want it to be. WE WANT YOUR FEEDBACK, INPUT,
Anyone can ibute. Write, , get yourself
to the staff and ance of this per! What goes depends on what you about and WRITE.
n connect with CTIONS by calling 701 or stopping by 47 Western in Aunt 's Youth Service 's offices at the d Floor in Park t.

Masthead

An Informal Editor's Note

HEY, ADVERTISERS!
Want an advertisement read by 10,000 young people in over 10 south suburban towns?
CALL OR WRITE CONNECTIONS AT 2447 Western, Park Forest, IL. (747-2701)

Ways to Attract Advertisers

b. High school and college art departments and journalism classes may be interested in helping as a practicum.

c. Local radio and television stations may be willing to help you produce public service announcements which can be aired free.

d. Enlist the services of youth from your center to help with sign/poster painting, etc.

e. Local newspapers or company newsletters often set aside free space for information about local programs and happenings for public service.

9. Outreach in nontraditional places increases general awareness but does not result in immediate recruitment of large numbers of disadvantaged youth interested in employment services. However, such outreach may lead to self-referral later.

10. Some staff operate skillfully and comfortably in doing outreach while others are less effective. This should be considered when making assignments of staff to outreach activities.

Outreach Ideas

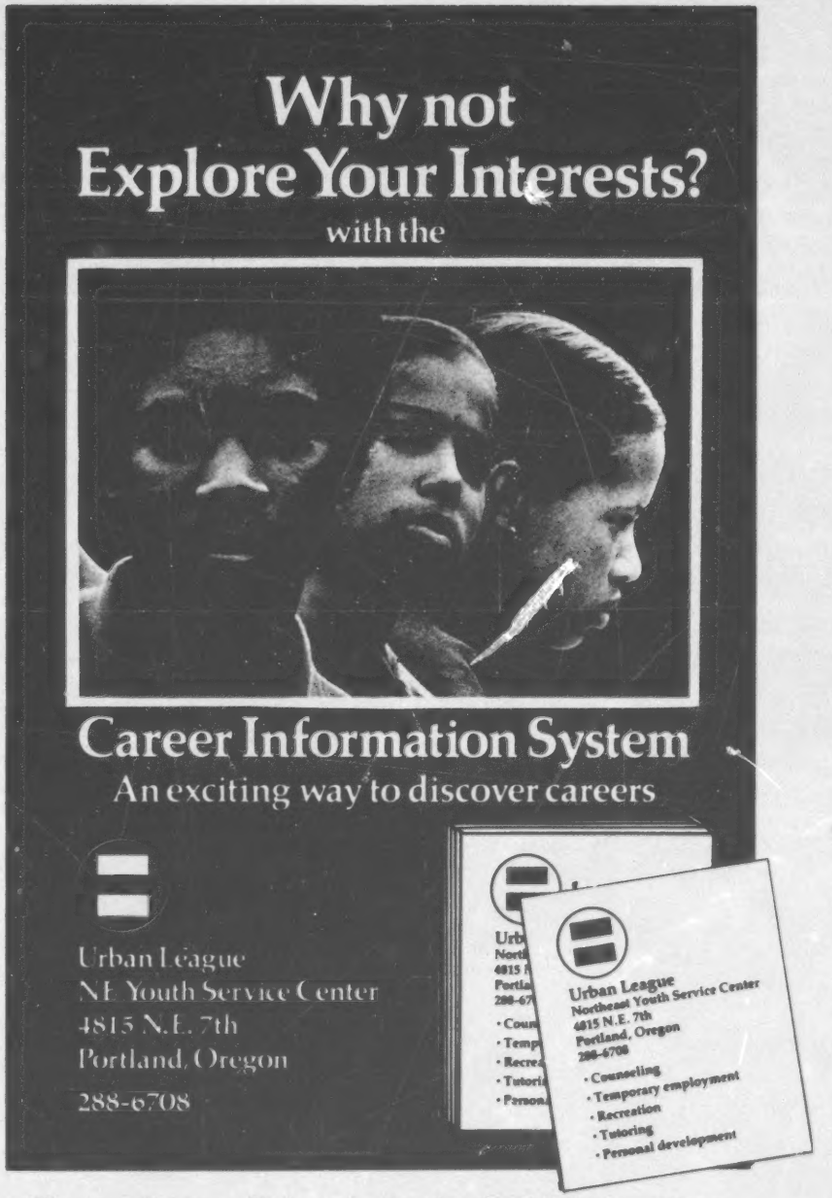
The outreach strategies described here were tested in a variety of situations: urban areas, rural areas, as part of a package of information, as a "stand alone" item, and so on. Many of these examples were produced by professional graphic artists and printers. You can keep production costs down by drawing on the resources of your own agency or from the organizations listed above. You can also save money by consulting with a printer on the most economical quantity to print.

Posters

Posters were used both to provide very general information and to address a specific message to a specific subgroup of the youth audience.

The Youth Service Center (Urban League) of Portland, Oregon used posters to reach potential clients who were not reached or motivated through the center's regular channels of communication. The purpose of the posters was to motivate youth to come into the center for career information/guidance. One hundred posters were produced and placed in pediatricians' offices, parks, Adult and Family Services offices, grocery stores and other places where they would likely be seen by this target group.

The Urban League posters included a tear-off sheet listing the name, address, telephone number of the center and a list of the services available there. Because the posters would be placed in doctors' and government offices, the size was kept relatively small (11 by 17 inches) and the colors were subdued (navy blue with orange accent). The photograph used on the poster was representative of the age of the target audience.

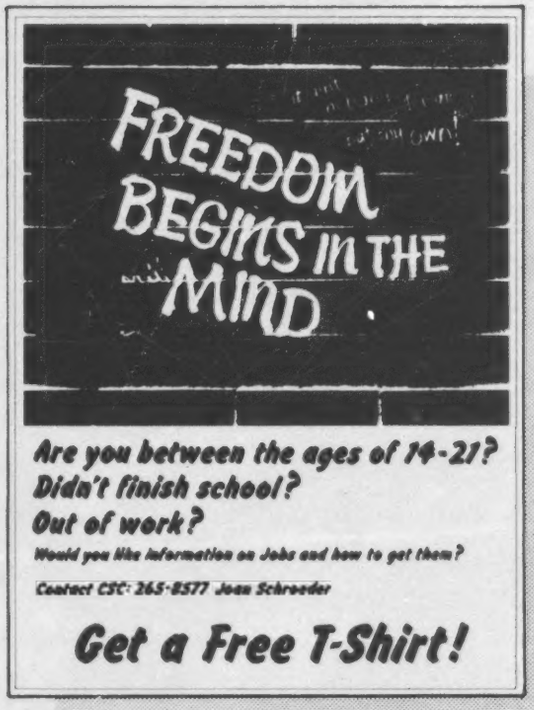


Have small ' tear off sheets' printed and padded (about 50 to a pad) and glue the pad to a poster... it's like putting your business cards all over town!

The youth-serving center in the coastal community of Newport, Oregon is the Community Services Consortium. The consortium was interested in developing a poster that would draw youth in without a hard sell. Local youth wrote the copy for the poster, based on a record by a popular singing group. They also designed the poster, which was displayed in a variety of locations, both indoors and outside. Posters were printed on brick-colored paper, to follow through on the theme of "The Wall." The same design was repeated on tee shirts.

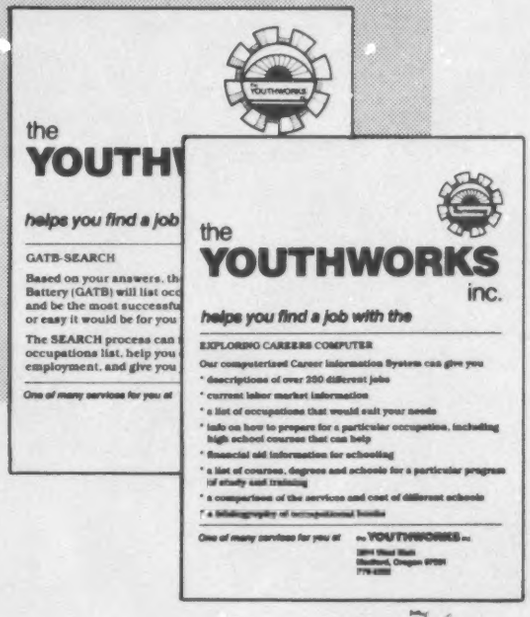
Looking Glass in Eugene, Oregon modified posters that were developed by another site and produced them on the office copier. While they were less colorful and attractive than the originals, they contained essentially the same information and were much less expensive to produce. These posters were small and could be given out as informational fliers.

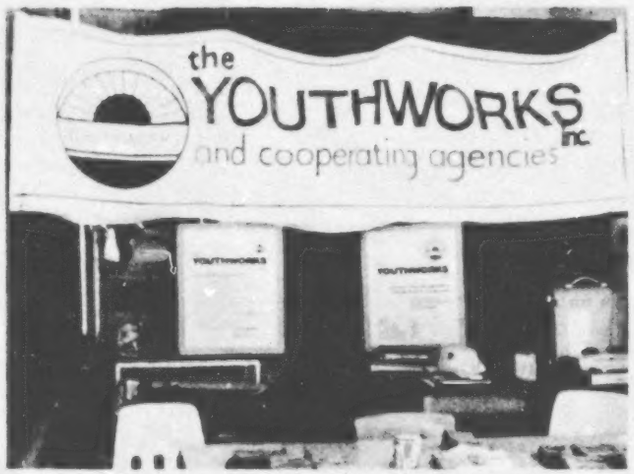
Youthworks, Inc. in Medford, Oregon needed many small posters to advertise that its services would be "on the road" during the summer. Posters were produced for outdoor and indoor display in the towns/communities where the service center staff would be visiting. Two hundred and fifty copies of three different posters were produced: one explained what Youthworks was and listed the dates and places a center representative could be found; the other two explained the CIS and SEARCH career information systems available through Youthworks. The posters were small (8-1/2 by 11 inches) so they could be displayed on bulletin boards and telephone poles. The same design and copy was repeated on larger, more permanent signs used as part of the Youthworks display that staff carried with them to each location.


FREEDOM BEGINS IN THE MIND
Are you between the ages of 14-21?
Didn't finish school?
Out of work?
Would you like information on Jobs and how to get them?
Contact CSC: 265-8577 Joan Schroeder
Get a Free T-Shirt!

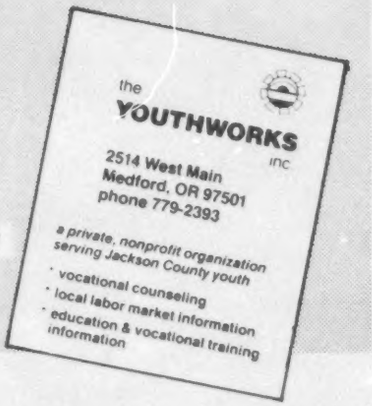
This poster was designed by youth and incorporates references to a popular musical group... a 'hook' for getting youth to read the poster and take the appropriate action (contact the youth service center).

Youthworks posters explained the CIS and SEARCH systems.


the YOUTH
helps you find a job
GATB-SEARCH
the YOUTHWORKS inc.
helps you find a job with the
EXPLORING CAREERS COMPUTER
Our computerized Career Information System can give you
* descriptions of over 250 different jobs
* current labor market information
* a list of occupations that would suit your needs
* info on how to prepare for a particular occupation, including high school courses that can help
* financial aid information for schooling
* a list of courses, degrees and schools for a particular program of study and training
* a comparison of the services and cost of different schools
One of many services for you at
the YOUTHWORKS inc.



Signs and banners can 'spruce up' a booth at a fair, where youth-serving agencies must compete with other, more colorful attractions.



Tear-off sheet from Youthworks poster

Signs and Banners

Several youth agencies took advantage of summer fairs to "advertise" their services. Youthworks, in Medford, took its "fair booth" one step farther by traveling around the county in addition to attending the county fair. To compete with other attractions at a fair or youth-oriented gathering, these organizations had to develop colorful, readable signs and banners.

Medford's Youthworks had a large, weatherproof banner made to stretch across the front of a 10-foot fair booth they installed at the Jackson County Fair. The banner stated the name of the organization and featured an enlarged version of its logo. Cost to have the banner professionally done was about $130, but because it was made of heavy-duty canvas, it can be used repeatedly as the Youthworks staff travels around the county.

In addition to the banner, Youthworks posters were enlarged onto stiff 17 x 24-inch card stock with easels and displayed around the booth. The signs described the CIS and SEARCH systems and included a tear-off sheet for the Youthworks address and telephone number. This worked as an inexpensive "business card" which gave youth something to take with them.

The Multnomah/Washington County CETA Consortium Youth Program contracted for booths at both the Washington County and Multnomah County fairs. Rather than paying to have a banner professionally produced, consortium staff bought the necessary supplies and did their own. Materials for a 10-foot by 2-1/2-foot banner cost approximately $25. (To make the banner weatherproof, use banner cloth--which is coated--and an oil base flat poster paint, available from most art and paint shops.)

A consortium staff member prepared a large sign using cartoons to describe how the CIS system can help a person set career goals and learn more about specific careers. Cartoons were used instead of words so the message could be received by nonreaders

and non-English speaking youth. The sign was displayed across the back of the fair booth.

To attract individuals to the booth, the consortium printed 500 handbills which were distributed by volunteers to youth attending the fair. The handbill was an invitation to visit the consortium booth and try out the CIS computer. The tone of the handbill was light, keeping in mind that people go to a fair for fun, not for a serious discussion.

Brochures and Newsletters

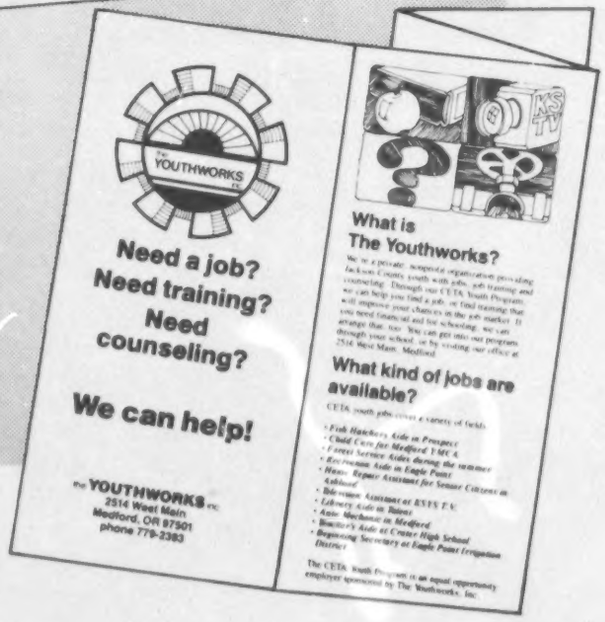
Youthworks, Inc. used both a brochure and three newsletters to reach youth with information about jobs and career planning. The brochure was designed as a general information piece to promote The Youthworks. It described the organization, listed the services available and the schools that were participating in its programs, and invited youth to come in for counseling, information on training and/or financial aid or to apply for specific types of CETA youth jobs. The brochure was designed as a self-mailer, so that Youthworks staff could use it for a direct mail campaign, if that was feasible. One thousand brochures were produced at a cost of $225.

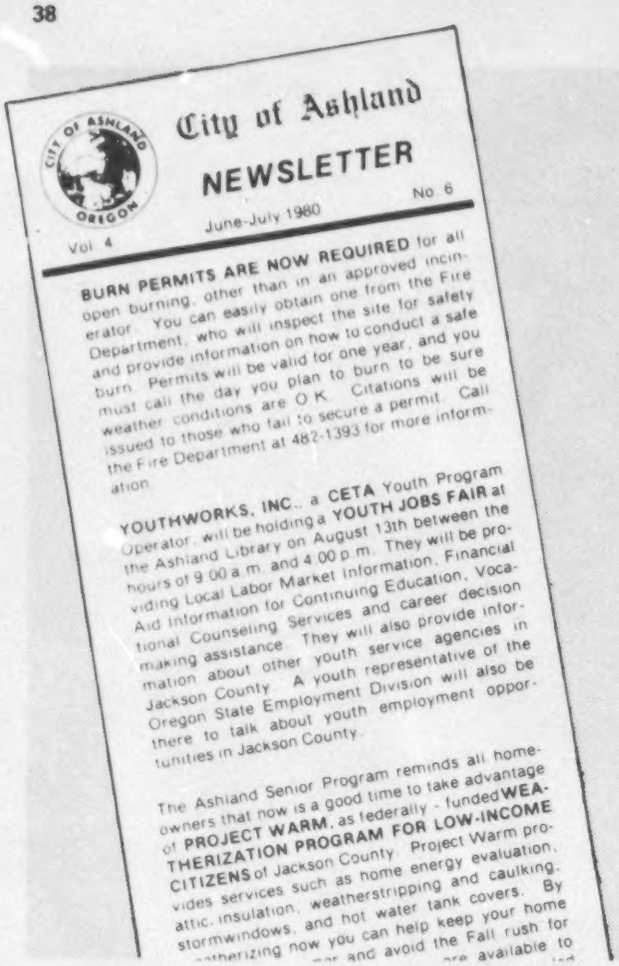
The three newsletters distributed by Youthworks were designed to provide Jackson County youth with labor market statistics and information in a simple, conversational manner. The newsletters were distributed with paychecks sent to summer CETA workers, as well as through other youth agencies. The information for each newsletter was gathered from local State Employment Division office statistics and translated into more generalized information about the economy and the labor market outlook for Jackson County. Each newsletter concluded with the suggestion that The Youthworks was available to provide job counseling, and readers were encouraged to contact the agency.

Wiser than a fortune teller
Better than a game of chance
Come in and try your hand with our career information computer. Find out about yourself, jobs and how to plan for a satisfying career.
no strings attached . . . and its free
Look for the Youth Career Information booth here at the fair.

Getting a young person off the sidewalk and into the booth is half the battle. Use 'teasers' such as this handbill, or old-time 'barkers' to attract youth.

The Youthworks brochure can serve many purposes because it is written and designed for a general audience including youth and adults.





City of Ashland

NEWSLETTER

Vol. 4 June-July 1980 No. 6

BURN PERMITS ARE NOW REQUIRED for all open burning, other than in an approved incinerator. You can easily obtain one from the Fire Department, who will inspect the site for safety and provide information on how to conduct a safe burn. Permits will be valid for one year, and you must call the day you plan to burn to be sure weather conditions are O.K. Citations will be issued to those who fail to secure a permit. Call the Fire Department at 482-1393 for more information.

YOUTHWORKS, INC., a **CETA** Youth Program Operator, will be holding a **YOUTH JOBS FAIR** at the Ashland Library on August 13th between the hours of 9:00 a.m. and 4:00 p.m. They will be providing Local Labor Market Information, Financial Aid Information for Continuing Education, Vocational Counseling Services and career decision making assistance. They will also provide information about other youth service agencies in Jackson County. A youth representative of the Oregon State Employment Division will also be there to talk about youth employment opportunities in Jackson County.

The Ashland Senior Program reminds all homeowners that now is a good time to take advantage of **PROJECT WARM**, as federally - funded **WEATHERIZATION PROGRAM FOR LOW-INCOME CITIZENS** of Jackson County. Project Warm provides services such as home energy evaluation, attic insulation, weatherstripping and caulking, stormwindows, and hot water tank covers. By weatherizing now you can help keep your home [illegible] and avoid the Fall rush for [illegible] available to

Titles of the three newsletters were: "Finding a Good Job in Bad Times," "Is There A Job in YOUR Future?" and "Labor Market News." Graphics were used to break up the copy and to illustrate concepts in a way that was attractive and simple. Graphs and statistical tables were kept to a minimum. Cost of designing and printing 500 copies of each newsletter varied from $175 to $260, depending on the paper and inks used and the amount of graphics in each issue. All three newsletters were produced in 8-1/2 x 11-inch size to take advantage of paper economies.

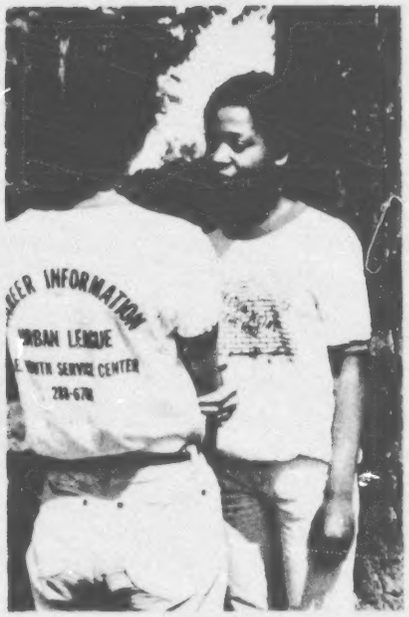
Youthworks also used the City of Ashland newsletter as a communication device. This newsletter is mailed on a regular basis to city residents with utility bills. It was used to announce the Youthworks Job Fair to be held in Ashland. Most communities have utility company, school, business or Chamber of Commerce newsletters that are willing to assist youth-serving organizations in outreach and public information messages.

Tee Shirts

In developing outreach strategies, you should consider youth interests. Tee shirts are a form of advertising used to achieve and maintain name familiarity with young people. Many tee shirts are seen with noncommercial messages as well. Two of the Youth Career Information Project demonstration sites tried this medium as an aid to their outreach efforts.

The Urban League Youth Service Center in Portland designed tee shirts to be given away as prizes for youth at the North-Northeast area community picnic--an annual function of Portland's black community. The message was intended to inform youth of the available occupational information service, the agency name and telephone number. The tee shirts provided visibility in the community and were worn by Urban League staff as well as youth.

A client in Newport's youth employment and training program developed two different tee shirts to be given away to youth who came to the agency and used the CIS or SEARCH systems. One shirt featured a brick wall and was patterned after the popular song, "The Wall." The other shirt had a multi-colored bird on the front to represent the theme "Freedom Begins in The Mind."

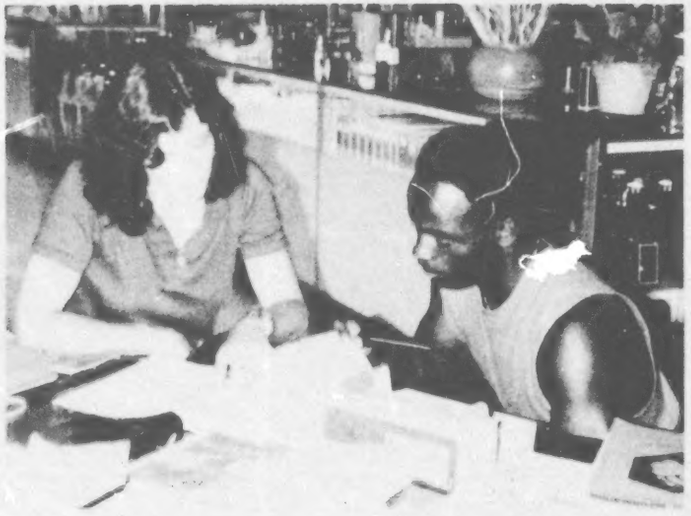


Tee shirts are a great way to get kids involved (' Come to the center and get a free tee shirt!') and to do some free advertising for you.

The tee shirt offer was advertised through radio, posters patterned on "The Wall" theme, and word of mouth. The Community Services Consortium project cordinator felt that word of mouth was the most effective way of informing disadvantaged youth of the offer. This technique succeeded in recruiting many youth who had never responded to agency outreach efforts in the past. Staff concluded that this giveaway approach using youth-designed shirts was successful in reaching youth who were isolated from more traditional channels of communication.

Cost of the shirts was approximately $4.00 each, including the design or message.

Although giveaways like this may be considered extravagant by some, compared to the personnel costs of an outreach worker or contract for recruitment used by some agencies, the tee shirt giveaway is relatively inexpensive.



Youth at Lloyd Center Shopping Center department store is getting occupational information.

The Systems Themselves

The Multnomah/Washington County CETA Consortium Youth Program was one of several organizations that used the computer system as an outreach strategy. Based on the assumption that youth might enjoy "playing" with a computer, especially if they receive information that is useful to them, organizations can use the computerized systems as a "draw," to attract youth into a center and to introduce them to other available services. This might be done as a one-time effort, such as at a fair booth, or it might be done on an ongoing basis as in a shopping mall or a record store.

The "do-it-yourself" idea can be taken one step further if the target group is located in a remote area or your services aren't readily available to youth. As part of this project, staff redesigned the Worker Trait Group Inventory (WTGI) of the SEARCH career interest system (State Employment Service) so that a young person could take the survey at home and mail in his or her responses.

The responses were then computer tabulated and sent to the youth-serving agency closest to where the young person lives. That agency then contacted the youth to set up an appointment to discuss the results of the survey. This allows youth in hard-to-reach areas to benefit from an interest inventory without having to make several trips to a youth-serving agency--first to complete the questionnaire and again later to receive the results.

To promote the redesigned WTGI, the Youth Career Information Project developed 16 x 20-inch posters using a "SEARCH for Yourself" theme. The posters hold 10 to 12 copies of the inventory, which is preaddressed and prestamped so that a person has only to drop it in the mail after completing it.

The bright red posters were designed with easels on the back so that they could stand on counter tops or be posted on bulletin boards. Using the poster and self-mailer idea, interest inventories can be available to youth around the state, particularly in nonurban areas where youth are less likely to hear about the services available from an agency.

Networking

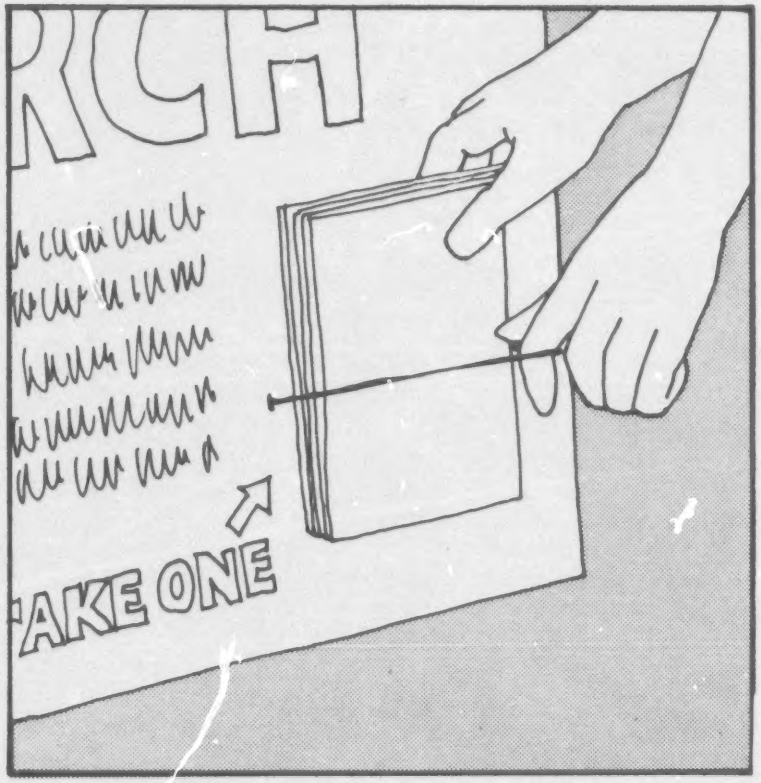
This strategy uses other agencies, programs or businesses that serve the target group as the primary outreach vehicle. This can be done in two ways: (1) By taking services and information to those places and serving clients there; and (2) By asking these organizations to refer youth to your agency.

The basic outreach strategy of Eugene's Looking Glass was to take services and staff to agencies, fairs and civic events that attract youth. This strategy combines outreach with actual delivery of services. It provides maximum visibility for the agency and its services, minimizes travel required of potential clients, avoids clients "getting lost" between agencies in the referral process, often provides access to young people in environments where youth feel "safe," and uses assistance of the agency or business being visited.

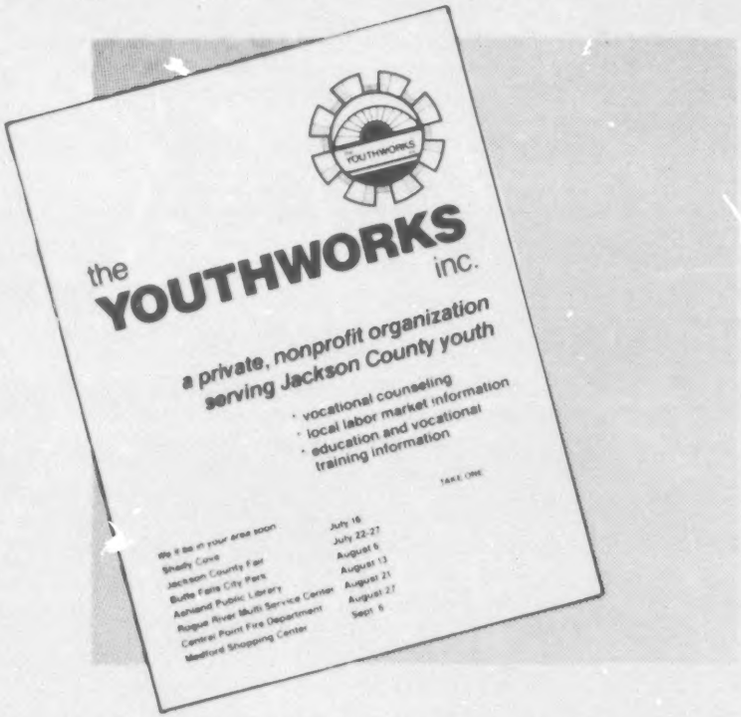
A significant amount of coordination and scheduling is needed, and costs in staff time and travel are incurred. Sometimes the time and effort is productive; at other times it may be wasted.

During the month of September, the Looking Glass outreach worker took occupational information to the following places where youth congregate:

Whitaker Teen Night - Whitaker School
Looking Glass Group Home
Sheldon Community Center



The SEARCH Interest Checklist was redesigned so that it could be displayed on a large poster. Eight to ten copies of the checklist were held onto the poster using inexpensive elastic thread and brads (like the type used on party hats and masks). Having cardboard 'pouches' made for the posters would have cost about four times more than the elastic thread method. Be creative... you can save a lot of money!


YOUTHWORKS
the YOUTHWORKS inc.
a private, nonprofit organization serving Jackson County youth
· vocational counseling
· local labor market information
· education and vocational training information
TAKE ONE
We'll be in your area soon
Shady Cove July 16
Jackson County Fair July 22-27
Butte Falls City Park August 6
Ashland Public Library August 13
Rogue River Multi Service Center August 21
Central Point Fire Department August 27
Medford Shopping Center Sept. 6

Advance publicity for the Youthworks 'on the road' activities.

Skipworth Juvenile Detention Facility
Christian Family Institute
Peterson Barn Youth Program
Whitaker Employment Service for Teens
Convenience store on a major downtown street where kids cruise
Eugene Downtown Mall
Neighborhood Harvest Faire
Looking Glass Offices
Springfield Shopping Mall
B & G Bowling Alley
Amazon Community Center
Westmoreland Community Center Dance
Voluntary Action Center

The Youthworks worked closely with other Medford area youth-serving agencies in the planning of project outreach activities. Some of the outreach products developed for the project were used by personnel of Children's Services Division and the juvenile court who are serving disadvantaged youth throughout Jackson County and are able to inform young people and their families of services available through Youthworks. In this way, many outreach products worked effectively to increase referrals from other agencies as well as to reach youth directly. Youthworks staff reported that outreach efforts and general increased visibility of the program resulted in increased referrals from cooperating youth agencies.

The Media

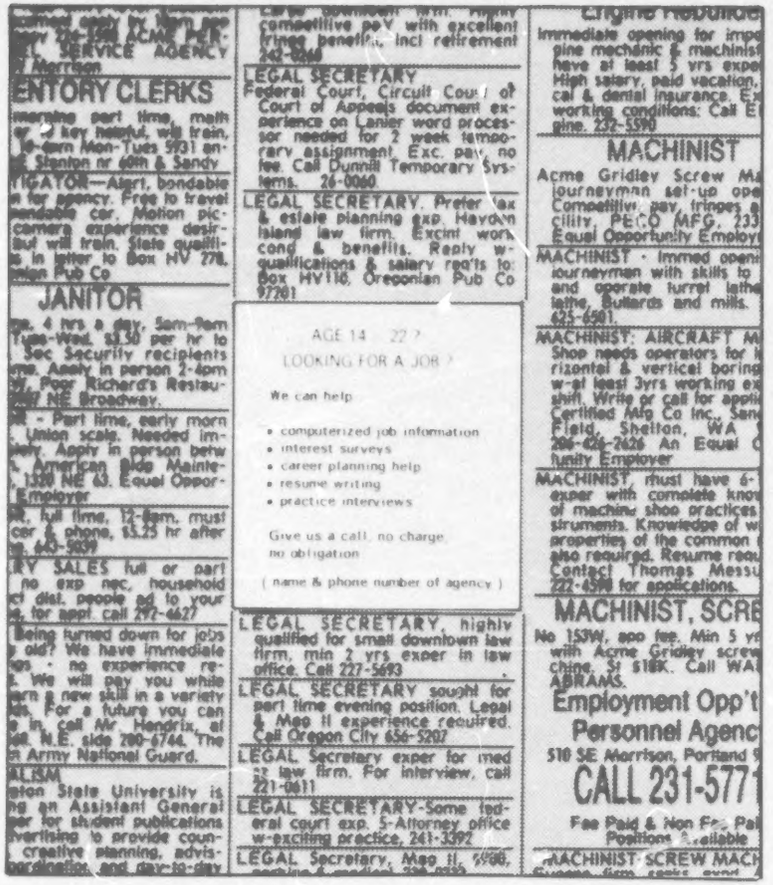
Newspaper

Both The Youthworks in Medford and Community Services Consortium in Newport utilized local newspapers to inform youth of locations where occupational information services would be available. The announcements appeared with notices of civic events.

This strategy was not particularly effective in reaching disadvantaged youth. The experience of other programs suggests that the help wanted section is a more effective part of the newspaper for outreach messages, rather than the public affairs section. Youth looking for work are apt to read the help wanted ads, but they may not read the newspaper cover to cover.

Television

The use of television for outreach purposes presents some problems. Purchasing advertising on television is expensive. Public service announcements can be developed and aired at no cost as a free service of



AGE 14 - 22 ?
LOOKING FOR A JOB ?

We can help

- computerized job information
- interest surveys
- career planning help
- resume writing
- practice interviews

Give us a call, no charge, no obligation

(name & phone number of agency)

the local stations. However, these public service messages generally appear at times when the number of viewers is low, rather than during popular programs. Because they are inexpensive, public service ads may be worth developing in spite of scheduling considerations.

Public service shows are another source of television publicity. These generally appear at times when the number of viewers is low. The major benefit of having youth-serving staff or clients appear on these shows is to increase general awareness of the agency and its services and perhaps to inform adults and professional youth workers of available programs for referral.

There is no guarantee that you are reaching your client youth group through this medium, however. The experience of The Youthworks of Medford would seem to confirm this. Youthworks staff did not feel that appearing on a local public affairs show was an effective outreach tool except for a slight increase in awareness from other agencies.

Radio

Radio stations will provide free public service announcements. Demonstration sites in Eugene, Newport and Medford used radio to inform youth of available services. Radio stations normally ask that public service announcements be written and submitted to their public service director by mail. These are then used as time is available. The program staff is not informed and is normally not aware of when their public service announcement is used. This makes it difficult to assess the effectiveness of radio for outreach.

Agencies which are experienced in use of radio and TV public service announcements generally have a staff member responsible for writing announcements and sending them to radio, TV, newspapers and other media. Most rely on stations that emphasize popular music programming which generally appeals to youth. The announcements are generally sent out weekly to insure that they are current and are not overlooked by station personnel.

> Messages must be relatively simple and should not rely on telephone numbers or addresses, as these are too easily forgotten.

People as Outreach Agents

Youth who responded to the YCIP survey indicated that they preferred to obtain outreach information from traditional channels and from their peers. It is important to keep this in mind when planning awareness activities. Don't overlook two groups who can be valuable to you: business and young people themselves.

Many businesses support and assist with outreach and occupational information delivery efforts. The private sector frequently views this type of service as good public relations. In the Youth Career Information Project several businesses offered financial support by giving away merchandise to participating youth and by providing promotional assistance, furniture and necessary equipment and supplies.

Peers can be effective in outreach and information delivery activities. Youth who have already been served by an agency frequently will talk up the agency to their friends. In some programs in large urban areas, some youth are actually hired to do outreach among their peers. They work out on the street, encouraging others to get career assistance.

CHAPTER THREE

Recommendations for Planning

Chapter Three: Recommendations for Planning

This chapter identifies major issues relating to the delivery of occupational information to economically disadvantaged out-of-school youth. These issues emerged from the youth interviews and survey and from demonstration site staff interviews conducted as part of the Youth Career Information Project. We have based conclusions and recommendations on the cumulative experience of site staff and on the immediate experiences of the project.

The major needs of youth regarding occupational information have been organized into the following sections:

- Employment Needs of Youth
- Time and Place for Receiving Information
- Putting Occupational Information to Use

The major program needs relating to occupational information have been identified as follows:

- Knowing What Information to Provide
- Assessing Aptitudes
- Methods of Delivering Occupational Information

Employment Needs of Youth

> Programs should consider both the short-term and long-term needs and goals of youth. Different information may be needed for each.

It is useful to divide the employment needs of disadvantaged youth into two types: short-term and long-term. Increasing numbers of young people provide for themselves and for dependents. Others are not accustomed to involvement in pursuits with deferred rewards: the immediate need for income is paramount and overshadows long-term considerations.

Demonstration site staffs tended to influence youthful clients to use occupational information only for long-term planning--for example, to decide on education and training activities. This is in marked contrast to the preoccupation of disadvantaged youth with short-term needs and goals (e.g., the need for immediate income).

Interviews with groups of youth revealed that many young people are self-supporting and many also support dependent children. Many have dropped out of school at an early age. Most would like to return to school or postsecondary school but feel they cannot afford it. Preparing these out-of-school youth to look for and obtain employment was viewed as the best response to their needs.

Respondents to the youth survey indicated high interest in skills and training needed for specific jobs. They were also interested in job descriptions. Benefits and promotional opportunities associated with long-term planning ranked last, well behind personal concern about the work environment, their own abilities and pay.

> The types of information and services needed to meet short-term needs differ from those needed for long-term planning.

Information for short-term placement includes

present demand, job search techniques and practice in completing applications and writing resumes. Long-term considerations include training, financial aid and labor market projections. The skilled guidance counselor will recognize short-term needs but will try to structure activities for meeting short-term needs that also build toward realization of long-term goals.

Many young people understand the importance of gaining and building on experience in order to reach a career goal. Young people involved in the YCIP demonstration voiced frustration at not being able to find out what types of work-related experiences could be most beneficial when seeking employment in the occupation of their choice. According to vocational counselors in the YCIP sites, most available occupational information resources do not yet adequately address this information need.

Youth seem to understand the value of obtaining relevant employment experience but are frustrated at the lack of information on how to get this experience. This is a major weakness in existing occupational information systems. Gaining this information from discussions or interviews with employers may be the best way to overcome this problem. Informational systems such as CIS should also consider developing information on entry-level job skills, the variety of occupations where those skills are needed, and career paths that can lead from those entry-level jobs.

Time and Place for Receiving Information

Interest in work and related services and training varies according to the seasons of the year. Youth services should be structured in response to this pattern.

Seasonal changes in interest may reflect school cycles, seasonal nature of jobs in the secondary job market or the funding cycles of major youth employment and training programs. Late spring and early fall appear to be times of peak interest. Outreach efforts conducted during the summer will generally not be as successful as those in spring and fall, according to demonstration site staffs in several areas in Oregon.

The fluctuations in interest and availability of youth may justify certain programmatic responses. These might include development of group orientation, assessment and occupational information approaches which allow staff to serve larger numbers of youth at times of peak interest.

Demonstration site staff felt that information and other services have the greatest impact when youth needs and interests are high.

Rather than offering occupational information at an arbitrary grade level or age (e.g., all eleventh graders), counselors might best offer the service at a time when students or clients are "ready" for the information and actually have use for it, such as prior to summer or graduation or at forecasting time for school students.

Perhaps a plan for acquainting young people with the concept and uses of occupational information and where it is available is preferable to attempts to provide the information itself to all youth regardless of whether or not they are interested at that time.

Agencies serving out-of-school youth should develop some way of determining whether participants have received some desired minimum level of occupational information. Brief interviews should be considered, as well as paper and pencil tests.

Although most schools offer career and vocational education, we should not assume that the needs of young people for occupational information are met completely by the public schools. Early leavers and those with high absenteeism are likely to have missed occupational information offered in school. On the YCIP survey question of if/where youth received any prior occupational information, 28 of the 138 youth who responded to this question had not received any prior occupational information. Of the 110 youth who had received some information, only 26 reported schools as the source of their information. Furthermore, much of what is available through the schools is general in nature (e.g., job descriptions) rather than geographically specific supply/demand information, and may be offered at a time when students have no immediate need or interest in it.

Setting up an occupational information system (a computer terminal, for example) in a nontraditional setting such as a shopping mall or recreation center can serve an outreach function, but effective delivery of occupational information is more likely in traditional, orderly environments.

Providing occupational information to youth in nontraditional settings does not appear promising. Some staff feel that this strategy is unsuccessful due to the inability of counselors to function effectively in unusual environments; others feel that lack of commitment or readiness on the part of youth, lack of opportunity for in-depth exchanges between counselor and youth, and environmental distractions render information delivery ineffective in nontraditional settings.

Taking occupational information to nontraditional settings does appear to be effective in increasing general awareness and increasing referrals to agencies, but counselors should not expect to deliver full occupational information services at these sites.

Out-of-school youth seem to prefer getting occupational information from individual counselors and directly from employers and the work site.

Respondents to the YCIP youth survey were asked to rate various occupational information channels as "very useful," "somewhat useful" or "not useful." Their preferences are shown below, listed from highest to lowest rated based on the means of all responses.

1. Individual counselor
2. Visiting with employers
3. Touring training facilities
4. In class or group
5. Watching people work
6. Newspapers
7. Job experience kits
8. TV, films, slides

9. Computer printout

10. Radio

11. Cassette/record

On the question of where youth would like to get occupational information, "places of work" was the term with the most positive and least negative responses. Nontraditional youth-oriented places like clothing and record shops ranked last among youth responses as places to obtain occupational information.

Putting Occupational Information to Use

> Programs for disadvantaged youth should include preparation of participants for interviews with employers, financial aid officers, training program representatives and workers. This may include writing questions, preparing personal information and doing mock interviews.

Lack of job finding skills was identified by YCIP demonstration site staffs as a serious deficiency among the disadvantaged youth they served. The need to build job finding skills is supported by Department of Labor studies indicating that young workers under age 25 frequently leave and re-enter the job market. Programs that emphasize development of "survival" skills give participants a measure of self-reliance while programs that simply place participants in jobs probably create greater dependence.

Demonstration site staff members agreed that out-of-school youth may be reluctant or unable to communicate effectively with employers, financial aid officers and other adults. This can be an even more critical problem for minority youth because of cultural and language differences.

The delivery of occupational information does not, alone, insure that clients will know how to use it. Youth-serving agencies need to develop ways to move clients from the relatively passive information-gathering activity to taking actions based on that information. Planners may develop a series of practical activities or exercises requiring young people to use the information they have obtained. Reflecting on the information gathered is an important part of the process; reflection helps clients understand the information and plan next steps.

Knowing What Information to Provide

> Sound decisions on training, education and job search require knowledge of both present and future supply and demand information. Oregon has a network of labor market economists developing Labor Market Information which is available through local Employment Division offices.

Supply and demand in the labor force are two significant factors influencing workers, job applicants, program planners and guidance counselors. Yet these concepts are often unknown to disadvantaged youth, and are often not reflected in program planning, guidance and counseling services. As a result, the skills, knowledge and aspirations of young people entering the job market may not match the available jobs. Youth unemployment remains high while shortages of trained workers exist in many occupations.

Factors contributing to this mismatch include:

- General information, such as job descriptions and job requirements, is more readily available than is local supply and demand information.

- Counselors are often reluctant to counsel clients into less rewarding entry-level jobs for which there may be many openings.

- People often make occupational plans on the basis of interest rather than job availability. Many planners and counselors reinforce this by failing to point out the skills that can be learned in entry-level, lower paying jobs.

- Planners of education and training programs often fail to consider the supply side--the pool of experienced and trained workers who may be competing for jobs in high demand occupational areas.

- Supply and demand data often are not readily available to planners, guidance counselors and clients in a usable format.

- Some youth apparently do not see any connection between supply and demand information and career plans.

None of the 170 youth surveyed identified "finding out what types of jobs are or will be available" as uses they would make of occupational information.

Furthermore, many planners and counselors consider "demand" but do not fully grasp the importance of the "supply" side of the equation. During periods of high unemployment concentrated in certain industries, there may be a pool of skilled, experienced, unemployed persons which outnumbers the projected job openings. There may also be an over-abundance of people in training who will soon be competing for work in a given occupation. Consequently, a high demand occupation may offer little or no opportunity to relatively inexperienced youth, and particularly for disadvantaged youth, who may lack experience in competing effectively for jobs.

The YCIP youth survey revealed other kinds of information of interest to out-of-school youth, including:

- The environment in which work is done

- Characteristics and numbers of people they would be working with

- Location of the work

- Whether they can get along with co-workers

- What to wear

These types of questions are probably best answered by visiting the work place, which is where these youth apparently prefer to get occupational information.

Assessing Aptitudes

> Out-of-school youth and youth-serving staff agree on the need for interest and aptitude assessment. A variety of assessment tools should be available and used according to individual need, capability and level of commitment of the client.

Both youth and demonstration site staff agree on the importance of assessing aptitudes. According to counselors, some young people who used the Career Information System (CIS) requested a more in-depth assessment of their own abilities. This was particularly true of older youth ages 18 through 22.

Many staff members felt that the time and work commitment necessary for young people to complete

most aptitude tests prohibits their effective use with new program participants. However, after a short period of participation, youth may feel enough rapport and confidence in the program to take the time necessary for in-depth aptitude testing. Perhaps the best approach is for programs to develop and maintain the capability of using a variety of assessment tools. These can then be chosen and used with individual clients as deemed appropriate by program staff.

Methods of Delivering Occupational Information

The project survey of youth informational needs yielded the following:

- Youth desire options for information delivery so that they can learn in a manner most comfortable and meaningful to them.
- Youth show a preference for visiting the work place as a vehicle for obtaining occupational information.
- Computerized information systems are appealing to youth because young people find the machines interesting to use.
- Many youth are financially self-sufficient, view themselves as adults with adult responsibilities and are turned off by what they may consider to be "unsophisticated," school-type materials, activities and approaches. The out-of-school youth interviewed at YCIP sites generally viewed themselves as self-reliant adults. They rejected programs and informational products aimed at "kids."

> Delivery of occupational information is a service that can be offered even when job training programs or other resources are not available. It can also function as an outreach strategy in and of itself.

According to staff at the YCIP demonstration sites, most programs serving disadvantaged youth have more applicants than they can serve in their traditional programs. They establish waiting lists when financial limitations prevent further commitments. Many demonstration sites found that providing occupational information to young people was a valuable service in and of itself.

Many youth-serving agencies began to attract youth specifically for occupational information as a result of increased awareness efforts of the Youth Career Information Project. Occupational information became the initial drawing card for some youth, leading to counseling and involvement in other services of the agency such as subsidized work experience, on-the-job training, remedial education, skill training and assistance with unsubsidized job placement.

Conclusion

We hope you have found these information and outreach ideas of interest, and that you will be able to adapt some of them to your particular program. If you need additional information about any of the ideas mentioned here, we encourage you to contact the appropriate agency. The Appendix contains a directory of all organizations mentioned in this Idea Book.

The information and counseling services needed for thoughtful career planning do exist. But, to be useful to disadvantaged youth, they must be made

available in a coordinated, attractive and understandable manner. As you develop or restructure services for disadvantaged youth, we hope you will find this book helpful.

Appendix

This Appendix contains the names and addresses of all agencies that participated in the YCIP project, submitted materials mentioned in the book or produced materials and publications mentioned in the book.

Academy for Career Education
Olney High School
Front and Duncannon Streets
Philadelphia, Pennsylvania 19120

Baltimore, City of
CETA Youth Incentive Entitlement Program
Mayor's Office of Manpower Resources
701 St. Paul Street, Suite 500
Baltimore, Maryland 21202

Career Information System (CIS)
Hendricks Hall
University of Oregon
Eugene, Oregon 97403

Career Research Center
Portland Community College
049 S. W. Porter Street
Portland, Oregon 97201

Career Survey Project
Mt. Hood Community College
26000 S. E. Stark
Gresham, Oregon 97030

Career Survey Project
Portland Community College
12000 S. W. 49th Avenue
Portland, Oregon 97019

Career Survey Project
Southwestern Oregon Community College
Coos Bay, Oregon 97420

the center, inc.
1116 W. Leland
Chicago, Illinois 60540
(312) 728-9544

Community Services Consortium
906 S. W. Alder
Newport, Oregon 97365
(503) 265-8577

Connections

Published by Aunt Martha's Youth Service Center, Inc.
2447 Western
Park Forest, Illinois 60466
(312) 747-2701

Cumberland County Career Guidance Program
107 Elm Street
Portland, Maine 14101

Dictionary of Occupational Titles

Superintendent of Documents
U. S. Government Printing Office
Washington, D. C. 20402

Directory of Employer-Based Counselors

Published by Santa Barbara (CA) County Schools,
the National Alliance of Business and CETA
4400 Cathedral Oaks Road
Santa Barbara, California 93110

Directory of Occupational and Educational
Information Services

Published by Oregon Occupational Information
Coordinating Committee
875 Union Street, N. E.
Salem, Oregon 97311

Easy Writer

Published by Comprehensive Youth Program
858 Madison Street
Corvallis, Oregon 97330

Eastern Kentucky Career Exploration Program
Box 1035 Memorial Drive
Hazard, Kentucky 41701

Globe, The

135 Morrissey Blvd.
Boston, Massachusetts 02107

Institute for Public Affairs Research (IPAR)
516 S. E. Morrison, Suite 710
Portland, Oregon 97214

Labor Market Information (LMI)
Oregon State Employment Division
875 Union Street N. E.
Salem, Oregon 97311

Labor Trends

Published by Labor Market Information
Oregon State Employment Division
875 Union Street N. E.
Salem, Oregon 97311

Looking Glass
795 Willamette Street #410
Eugene, Oregon 97401
(503) 686-2688

Maine, State of
Occupational Information Coordinating Committee
Statehouse Station 71
Augusta, Maine 04330

Medical Careers Exploration Program
University of Oregon Health Sciences Center
3181 S. W. Sam Jackson Park Road
Portland, Oregon 97201

Multnomah-Washington CETA Consortium
806 S. W. Broadway
Portland, Oregon 97201

New York, City of
Summer Youth Employment Program
354 Broadway
New York, NY 10013

Northwest Regional Educational Laboratory
300 S. W. Sixth Avenue
Portland, Oregon 97204
(503) 248-6800

Occupational Outlook Handbook

Superintendent of Documents
U. S. Government Printing Office
Washington, D. C. 20402

Occupational Program Planning System (OPPS)
Oregon State Employment Division
875 Union Street, N. E.
Salem, Oregon 97311

Oregon Labor Market Information Directory

Labor Market Information (LMI)
Oregon State Employment Division
875 Union Street NE
Salem, Oregon 97311

Oregon State Employment Division
875 Union Street, N. E.
Salem, Oregon 97311

Oregon Occupational Information Coordinating Committee (OOICC)
Oregon State Employment Division
875 Union Street, N. E.
Salem, Oregon 97311

Oregon State Employment and Training Council (SETC)
875 Union Street, N. E.
Salem, Oregon 97311

Project HOPE
Pacific Economic Resources League, Inc.
1221 Broadway
Cloron Bldg., Suite 310
Oakland, California 94612

Real World

Published by King Features Syndicate, Inc.
235 East 45th Street
New York, New York 10017

Systems Exploration and Research for Career Help (SEARCH)
875 Union Street, N. E.
Salem, Oregon 97311

Self Help Training and Employment, Inc.
209 N. Court
Visalia, California 93291
(209) 732-4194

Smokey House Project
RFD Box 292
Danby, Vermont 05739

Syracuse, City of
805 S. Salina Street
Syracuse, New York 13202

Syracuse Community Council on Careers
300 Midtown Plaza
700 E. Water Street
Syracuse, New York 13210

Urban League (of Portland)
Northeast Youth Service Center
4815 N. E. 7th
Portland, Oregon 97211
(503) 288-6708

Urban Youth Action, Inc.
300 Sixth Avenue, Suite 240
Pittsburgh, Pennsylvania 15222

Work Out

Produced cooperatively by Shelter Institute and
The Oakland Community Career Education Resource Center
2821 A Regent Street
Berkeley, California 94705
(415) 832-4189

The Youthworks, Inc.
2514 West Main
Medford, Oregon 97501
(503) 779-2393